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ABSTRACT

Patterns of organization for summer schools were examined for 55 American and seven Canadian public four-year colleges and universities, including research universities, doctorate-granting universities, and comprehensive universities and colleges. Relationships between organizational structure and the following factors were assessed: institutional size, type of institution (Carnegie classification), and career patterns of summer school administrators. In addition, attention was directed to new or planned changes concerning the following: responsibility for management of summer schools, sources and amounts of financial support, internal organization, number of full-time-equivalent credit hours generated by summer school enrollments, and numbers of credit generating educational activities offered on campus. The effect of organizational and administrative changes on staff morale was considered, and information was obtained on the type of top-level organizational structure used for summer sessions, and the functioning of the summer session office with regard to the academic program. A literature review, recommendations for additional research, list of participating institutions, and a questionnaire are included. (SW)

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RELATIONSHIPS OF SELECTED FACTORS TO SUMMER SESSION ORGANIZATIONAL STRUCTURE

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WASHINGTON STATE UNIVERSITY
PULLMAN, WASHINGTON

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PREFACE

A proposal for conducting this study was submitted to the Research Committee of the Western Association of Summer Session Administrators (WASSA) and of the North American Association of Summer Sessions (NAASS) in March 1981. It was anticipated that if a decision on funding was forthcoming in April or May the study would be launched during the Fall 1981 and be scheduled for completion by February 1982. However, firm commitments made the following September and October coincided with different contracts for other field research work which had been consumated in August with exceedingly tight time deadlines. Therefore work on this project got underway in late January 1982, so its conclusion was delayed beyond original expectations.

Sincere gratitude is expressed to members of the Research Committees of the two associations and to the office of Summer Sessions at Washington State University for funds and other services which made implementation of the study possible. Appreciation and gratitude are expressed to each of the summer session chief administrators who helped in field testing the data gathering instrument, in responding to the study, and in taking time from busy schedules to participate in the follow up interviews requested.

It is hoped the findings of this study will reveal new types of information important to a better understanding of summer session operations and suggest fruitful avenues of additional research.

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SECTION I

DESCRIPTION OF THE STUDY

Introduction

This is a report of findings from an investigation of summer school operations funded by the Research Committees of the North American Association of Summer Sessions (NAASS) and the Western Association of Summer Session Administrators (WASSA). The study was designed to examine the patterns of organization extant for summer schools in selected public four-year colleges and universities and to detect changes and trends which may be occurring. Selected institutions included a 33 percent random sample of public Research Universities, Doctorate Granting Universities, and Comprehensive Universities and Colleges in the United States that in 1980 held membership in either or both of the associations. Also included were seven Canadian Universities holding membership in WASSA.

In an era of financial exigencies and retrenchments and prospects for steady-state or declining enrollments, it seemed likely that various organizational changes might occur within public four-year colleges and universities. As reductions in programs and personnel are forthcoming and consolidations of functions occur, it seemed altogether probable that summer schools might not have escaped some consequent organizational structure changes. Since Thompson (1973) studied the administrative organization of summer schools, there appeared to be no further systematic study of the matter. In view of changing ecological conditions in which higher education exists, for future planning purposes, knowledge of the nature and direction of organizational structure changes for the operation of summer schools would seem to be important. This study was an effort to provide such information.

Schoenfeld (1967, p. 141) raised the question, "Where do summer session directors come from, and where do they go?" Although the directors in earlier times were most often educators or extensionists, by the late 1960's they represented a background of discipline specialities and interests. This study sought to determine an answer to the first part of Schoenfeld's question and to examine relationships, if any, which may exist between institutional type and size and career patterns of summer session chief administrators. If as Schoenfeld (1967, p. 146) indicated, ". . . there is now no really discernable pattern in summer session administration," it seems probable that not only might the career patterns of summer session directors vary according to nature of administrative structure but that both factors may also be associated with perceptions about the most urgent problems which should be investigated.

Research Questions

To determine how patterns of organizational structure for the operation of summer schools might be changing, several major questions were posed which served as guides for the data collection process. They were as follows:

1. What are the patterns of organizational structure for summer schools in public four-year colleges and universities?

2. What, if any, relationships exist between patterns of organizational structure and factors of (1) institutional size, (2) type of institution as classified by the Carnegie Council on Policy Studies in Higher Education, and (3) career patterns of summer school administrators?

3. What changes have been made during the academic years 1978-79 - 1980-81, or are now contemplated, in (1) locations of responsibility for the management and administration of summer schools, (2) sources and amounts of financial support, (3) internal organization for the conduct of summer school activities, (4) number of FTE credit hours generated by summer school enrollments, and (5) numbers of credit generating educational activities offered on campus?

4. What affect on staff morale is judged to have occurred as a consequence of changes in the factors identified in question three.

Methods and Procedures

The first task was to obtain, read, and summarize the research studies and published literature available on summer sessions. The purpose was to enhance the researcher's knowledge of information about summer sessions, to identify previous studies related to the problem, and to review previous methods used to obtain information about summer sessions.

Lists of institutions holding a membership in WASSA and NAASS during 1980 were obtained. Each was categorized by institutional type (Carnegie Foundation for the Advancement of Teaching, 1976). Institutions of higher education in the United States were classified for study purposes as Research Universities I and II, Doctorate-Granting Universities I and II, Comprehensive Universities and Colleges I and II, Liberal Arts Colleges I and II, Two-Year Colleges and Institutes, Professional Schools and Specialized Institutions, and Institutions for Non-Traditional Study. Only the first three types were included in this study, and the separate categories of I and II were collapsed into one for each institutional type. The Research University type included the 150 receiving the largest amount of federal financial support in at least two of a designated three year period and awarded at least 50 Ph.D. degrees (plus MD's if a medical

school was on the same campus) during the same three years. The doctorate-granting universities awarded at least 20 Ph.D. degrees without regard to field or 10 Ph.D. degrees in at least three fields. None of the comprehensive universities and colleges offered a doctoral program, or they had an extremely limited doctoral program. Many offered a master's degree program and had a liberal arts program as well as one or more professional or occupational programs such as teacher education, nursing, engineering, or business administration. From the listing of institutions by type, a 33 percent stratified random sample of 13 research universities, 12 doctorate-granting universities, and 40 comprehensive universities and colleges was drawn (See Appendix A). It was believed that a sample size of one-third would be large enough to be representative yet not too large for intensive efforts to obtain a high percentage of response.

A preliminary copy of a questionnaire developed for use was field tested in April, 1982. This was done by asking ten selected summer school directors, most of whom were or had been officers of WASSA or NAASS, to respond and to critically review the questionnaire. Each was asked to note how much time was required for response, to identify any directions which were unclear, and to identify any item or parts of items which seemed to need reconsideration or revision. In addition, persons invited to assist were asked to give their frank and candid reactions to anything else about the questionnaire by writing them on a separate sheet of paper to be returned with the questionnaire. Of the persons slected, nine responded (See Appendix B). Most had substantative comments and suggestions on the questionnaire; one forwarded a letter full of thought provoking and helpful ideas. All critical reactions were considered in finalizing the questionnaire which was subsequently printed as a four page booklet.

During the literature review it was noted that responses to various studies of summer sessions had generally been on the low side (65 percent or less). Some of the previous requests for information asked for derived data which a respondent would have to calculate, statistical information from the files, or lengthy written responses. Percentages of response obtained from association member institutions invited to submit information for inclusion in the Summer Sessions Associations' Joint Statistical Report for the years 1976-1981, except for one year, ranged below 40 percent. In 1977 the return was 45 percent. It was therefore believed by the researchers that a data gathering instrument should minimize the time necessary for the respondent by requesting no derived or statistical data or questions requiring lengthy written responses. Except for optional opportunity to add an answer alternative not listed, only one of the 23 questions required a written response, and that one requested in reverse chronological order information on previous positions held. Field testing established the fact that most respondents could finish in a 20-30 minute period. The printed booklet format may have reduced the time period over the Xerox legal size format of the preliminary questionnaire.

In early May 1982, a printed questionnaire, a cover letter with individualized inside address, and a return addressed envelope requiring no postage were mailed to the person listed in the association membership directories as being responsible for summer school. As respondents were not asked to sign their name and as sometimes a completed questionnaire is returned in an envelope rather than the one enclosed for the purpose and as post marks are often unclear, a code was created. A code number for each institution was written in a space in the upper left corner of the first page labeled "Institutional Type Code." Numbers in the code identified an institution by type, summer session association membership, and by name on a master mailing list. (See Appendix C for questionnaire)

On June 3 a second copy of the questionnaire, a cover letter, and envelope were forwarded to institutions from which a response had not been received. During the week of June 14 telephone calls were made to the summer school director's offices from which no response had been received, and on June 25 a third mailing was sent to each office from which a reply had not been received. During the week of July 5, a second telephone call was made to selected institutions from which a reply had not been received. On August 1, the process of data analysis was begun. The response rate for Canadian universities was 100 percent, and for institutions in the United States, it was 84.6 percent. After August 1, a 4 percent response was received too late for inclusion.

For the purposes of validating information received and understanding in more depth the nature of changes which have taken place, the study design required that interviews would be conducted in at least four institutions selected on the basis of the most reported change. It was the plan that interviews would be conducted with the summer school chief administrator and appropriate other officials. It had been expected that two institutions would be geographically in the western region of continental United States and two would be in the midwestern region.

Returned questionnaires were examined for institutions reported to be undergoing organizational change and/or the most change in the characteristics of summer session enrollments. An index of change was established for the latter, and a dozen institutions were identified as having reported the most change. Each of the two researchers then independently selected six institutions in which it appeared that interviews should produce additional information pertinent to the study. A comparison revealed a similarity of selection, and discussion determined the selection of six institutions for the purpose. They were as follows:

University of Wyoming	University of Iowa
University of Colorado-Denver	Kansas State University
San Francisco State University	University of Wisconsin-Milwaukee

During the weeks of October 4 and October 11 the researchers visited the six campuses and conducted structured interviews with the chief administrators of summer sessions using a prepared set of questions

and other questions developed on site which evolved from these initial contacts and a review of the questionnaires submitted by each.

The structured interview guide (See Appendix D) used by each of the investigators conducting interviews contained a sampling of items requesting the same information as had been requested by the questionnaire. A comparison of interview results with previous questionnaire responses to these items revealed a high degree of relationship and with only a few scattered exceptions, results were identical. Thus, confidence can be placed in the reliability of results.

Need and Justification for the Study

If a review of topics discussed during annual programs held since 1950 by the North Central Conference of Summer Schools (Seagren and Randall, 1979) or the studies reported on summer sessions are indications of prevailing interests (NAASS Research Committee 1978, undated), most have focused on the mechanics and status characteristics of operation. "How to do it" discussions may be of immediate value to directors new to the task. Periodic normative studies can produce interesting facts used to detect trends and make interesting comparisons. As the profession of summer school directorship evolves increasingly along professional lines, workshops for new summer school administrators and annual association program discussions aimed at leadership development might be enhanced by better notions about needs of participants than now seem available. It is probable that some of these needs could be inferred from knowing more about the patterns of organizational structure and how they may be changing within institutions of varying size and classification. The nature of the administrative organization and structure for summer schools was observed by Gibson (Schoenfeld, 1967, pp. 147-8) and investigated by Thompson (1973). No systematically gathered information of recent vintage seems to exist on this matter. No investigation has been made to determine if relationships exist between patterns of organizational structure and institutional size or type. If relationships do exist, then demands of the job of summer school administrator may very well require quite different qualifications and precipitate different professional needs.

The reasons that no study has been done on a matter or that a study has not been done for a period of time in and of themselves do not constitute a justification. For purposes of future planning of either summer schools by administrators or of professional development activities planned by summer school associations, this study might produce useful information. In addition, the information might be useful to Boards of Regents, legislators, and state or provincial educational officials.

Limitations of the Study

The most serious limitation of this study is probably the small size of the randomly selected groups of U.S. universities by type. Although the samples contained one-third of the total population in each group, the standard error of percentages can be expected to be relatively large. The standard error of percentages for the entire group is less than for individual groups by institutional type.

Another limitation is that usable responses were obtained from only 84.6 percent of all institutions included in the random sample. One cannot know what effect having had responses from the 15.4 per[illegible]t would have had on results. Although the percentage return was relatively high for a questionnaire study, the lack of 100 percent response detracts from the external validity of the study.

Although data received through follow-up interviews in six institutions revealed a high degree of relationship to previous questionnaire responses on selected questions, the number of institutions contacted for second responses to the selected questions was small as a test of reliability. Use of the jury of nine experts in the development of the questionnaire added to the validity built into the instrument by the researchers, but there is a chance that another jury may have had other notions, however the researchers doubt it.

Overview of the Report

Section 2 contains a review of selected research studies about summer sessions. In Section 3 will be presented findings from the current study. Found in Section 4 will be a summary, conclusions, and recommendations growing out of the findings.

SECTION 2

REVIEW OF THE LITERATURE

Introduction

Reported studies of summer sessions in four-year colleges and universities located in the Western Association of Summer Session Administrators' (WASSA) area have been few. Most have been institutionally specific (Sharp, 1962; Macleay, 1974; Hadley and Provort, 1964; University of Colorado, 1964; Suslow and Pieper, 1968; Suslow and Riley, 1968; Dochterman, 1970; and Williams, 1972). There seem to be few if any studies on characteristics and factors associated with summer sessions in the WASSA area. Except as institutions in the WASSA area were included in studies conducted on a national level, there seems to be a paucity of information available. Approximately 36 and 51 percents, respectively, of the USA colleges and universities with membership in the WASSA and NAASS as of September, 1981 provided information to the 1981 Summer Sessions Associations' Joint Statistical Report. Most studies have been conducted by individuals associated with institutions holding membership in NAASS.

Much of what is written on summer sessions is to be found in the form of reports issued by summer session associations and in published journal articles. During the last decade some literature appeared in the ERIC system on microfiche. Many reports and articles are institution specific. Many reports are fugitive type materials hard to locate. The single comprehensive treatment of the topic remains the book prepared by Schoenfeld and Zillman (1967). A bibliography prepared by Schoenfeld et. al. (1978) contains bibliographic citations divided into the periods before and since 1945. With some overlap in entries, a supplementary bibliography is available from NAASS. Published materials on summer sessions seem to have been greatly under-represented in the professional literature.

Few dissertations have been completed on the subject. Dickerman (1945) completed an historical study on the development of the summer session in higher institutions in the United States. Fallon (1959) studied the influence of the summer school with special reference to the University of Michigan, and Courter (1963) analyzed selected aspects of the Syracuse University summer sessions. Heidenreich (1965) studied the functions and powers of summer session directors in selected institutions of higher education in the United States. Slate (1970) studied students not meeting adminssions requirements and a summer program to prepare them for admission. Macleay studied the impact of a summer program for competency (1974). Coyne (1976) studied jointly administered summer sessions and continuing education in ten universities. Besides the Dickerman, Heidenreich, and Coyne studies, others are institution specific. The Dickerman study is an excellent comprehensive and thorough historical account of summer session development to 1945 which most summer session chief administrators would likely find of considerable interest.

Seagren and Randall (1979) developed a history covering a thirty year span of time of the North Central Conference on Summer Schools. The inclusion of all annual programs for that period reveals the matters of concern discussed at annual conferences.

Besides the Joint Statistical Reports, previous studies have been concerned with specific programs and program areas, academic calendars, academic performance, enrollment, promotion/marketing, students, planning, faculty renumeration, foreign study, history, and administration. Among the more recent pertinent studies in administration Thompson (1973) studied the nature of the administrative organization of summer schools, and Deal (1977) identified the major problems of summer session administrators. Hooten (1974) looked at career patterns and competency needs of summer session administrators. George (1975) conducted a summer session survey as part of his effort to recommend a plan of action for Saint Joseph's College in Philadelphia. McGill (1979) studied summer session programs in state supported institutions with memberships in NAASS. This section includes a summary of selected studies on summer sessions.

Summer Session Administrators

Nelson (1972) received information from 186 four-year colleges and 189 universities on the job titles and responsibilities of summer session administrators, administrative lines, and finances. No information is presented on the response rate other than that several hundred questionnaires had been distributed, and replies had been received from these numbers of institutions. He found that of the summer session administrators in four-year colleges and in universities, 67 and 76 percentages, respectively, held a doctor's degree. Thirty and 22 percentages, respectively, had a master's degree, and 2 percent in each group held only a bachelor's degree. Among four-year college summer session administrators, 50 different specialty areas were reported with 41 percent in some area of education. In universities, educational backgrounds represented 55 different areas of specialty with 43 percent reporting some area of education. In descending order of frequency specialty areas in both groups other than education were humanities, social sciences, natural and physical sciences, and business.

Among four-year colleges there were 40 different title designations for the summer session administrator ranging from Dean or Director of Summer Session to Registrar. Forty-five different title designations were found among university summer session administrators, and the range was similar except that one was an Assistant Registrar. Only 30 percent of the four-year college summer session administrators and 57 percent in universities had a title which related directly to the summer responsibility; 14 percent of the former and 12 percent of the latter carried dual titles of summer session and something else. Over one-half (56 percent) of the administrators in four-year colleges and about one-third in universities had titles which in no way reflect their summer responsibilities.

Of the university and four-year college administrators, 96 and 98 percentages, respectively, had academic or administrative responsibilities other than the summer session. Others (7 university and 3 four-year college) had responsibility solely for running the summer session. Of the university summer session administrators who had other responsibilities, 28 percent were academic, and 72 were administrative in nature. In four-year colleges, the percentages were 14 and 86, respectively. The academic group was comprised of professors at each rank. In the four-year college administrative group, 61 percent were deans or directors, 6 percent were vice presidents, 5 percent were associate deans, and 8 percent were department chairpersons. However, in the universities 58 percent were deans or directors, 11 percent were vice presidents or vice chancellors, and 6 percent were associate deans or directors.

Approximately one-half of all summer session administrators, 50 percent in universities and 56 percent in four-year colleges, developed the summer academic program in concert with the departments and schools. In universities another 43 percent indicated they merely coordinate the academic program which has been developed already by departments and/or schools; this was the case for 28 percent of the four-year college respondents. Only a small percentage of summer session administrators, 5 percent in universities and 16 percent in four-year colleges, take primary responsibilities for development of the academic program.

Except for 21 percent of the universities and 22 percent of the four-year colleges that have them prepared elsewhere on campus, summer session catalogs, posters, etc., are prepared in the office of the summer session administrator.

In universities 82 percent of the summer session administrators reported to the president (chancellor), vice president (vice chancellor), or provost; the rest reported to the office of dean (director), provost, associate dean, registrar, or assistant registrar. In four-year colleges 73 percent reported to the president, vice president, dean of faculty (instruction), or provost; the rest reported to a dean's office, usually the academic dean. In universities and four-year colleges, respectively, 20 and 32 percentages of summer session administrators reported to the president or chancellor.

Slightly over one-half (53 percent) of the universities and slightly under one-half (49 percent) of the four-year colleges had some committee with whom the summer session administrator consulted. On approximately one-fourth of the campuses (25 percent for universities and 28 percent for four-year colleges) such committees were policy making in nature with the others being advisory only.

On 77 percent of the university campuses and 69 percent of the four-year college campuses the summer session is a separate entity budgetarily and administratively. On one-half the other university campuses (11.5 percent) the administration of the program was diffused within departments, schools, or colleges. At 23 percent of the other four-year college campuses, the administration of the summer session was part of the total college program. In a few instances, where the administration of the summer program was not separate at a four-year college, the budget for operation was kept separate. In universities, about as many administrative reorganizations had made the summer session a separate entity from having been part of an existing school or college as were made in the opposite direction. In four-year colleges twice as many reorganizations made the summer session part of an existing school or college as had made the summer session a separate entity after having been part of an existing unit. In 46 percent of the universities and 36 percent of the four-year colleges, the summer session budget covered the costs of faculty instruction, expendable supplies, and summer session administrative (office) salaries. Some summer session budgets supported none or only one or some combination but not all of these expenditure items.

Thompson (1972) found that 91 percent of the 126 colleges from which information was obtained operated a separate summer school session in contrast to an arrangement where they would be conducted as part of a year-round operation. At that time 95 percent reported the administrative organization had not changed in recent years.

Hooten (1974) contacted 414 summer session administrators in an attempt to assess job entry competencies, evaluate competency gaps, and to recommend corrective action. Based on a 65 percent response he found that tasks rated of considerable and great importance were advertisement of program, planning course offerings (credit and/or non-credit), editing and publishing lists of offerings, and identification of future needs and goals of the office. Least important were tasks of service on institutional committees conducting research and coordinating other institutional services. No relationship was found between degree of importance of tasks and level of difficulty. There was, however, a high positive relationship between budget preparation and implementation, evaluation of the sessions, hiring faculty, planning course offerings and service on institutional committees. Prior work experience was found to be the most important source of gaining competencies to perform the tasks of the summer session function. None of the conclusions or data dealt with the evaluation of competency gaps of administrators or recommendations for correction.

Organization

A pioneer study of jointly administered summer sessions and continuing education was conducted by Coyne (1976). Using a semi-structured interview guide he obtained information at 10 universities from vice presidents of academic affairs, deans or directors of divisions in which summer session and continuing education components were located, directors or coordinators of the summer session component and the directors or coordinators for the continuing education component. The 10 universities

were selected from 24 identified by a survey of 177 universities having 9,000 or more students as having a jointly administered organizational pattern. As 11 institutions were in the California State University System and had similar organizational and fiscal structures, two were chosen for study along with 8 other universities. Areas in which interview data were obtained were: Organizational Transition, Missions and Change, Role of Advisory Committees, Budgetary Implications, Professional Staffing Changes, and Degree of Program Institutionalization.

Major findings were as follows:

1. There is sufficient similarity perceived between summer sessions and continuing education to cause them to be organizationally and administratively joined into a single unit.

2. The decision making process involved in merging summer sessions with continuing education is centered in the upper level of university administration.

3. There is little or no resistance from faculty or academic administrators to the concept of merging summer sessions with continuing education.

4. Summer sessions possesses sufficient traditional and institutional viability to warrant maintenance of its current identity and mission in the relatively near future.

5. Budgetarily, the summer sessions program is static with no significant growth foreseen in the near future.

6. There is no budgetary competition between the continuing education elements and summer sessions.

7. Summer sessions staffing is static with no future growth anticipated.

8. Summer sessions' primary mission is to provide regular course programming in the summertime.

9. A widely perceived summer sessions shortcoming is the neglect of innovation and experimentation in summer programming.

10. Few systematic attempts are made to formally evaluate summer sessions or continuing education within the universities.

11. The less traditional summer sessions programming including workshops, institutes, and other special programs is vulnerable to take over by continuing education.

12. The potential for summer sessions being absorbed by the regular academic year is not seen as being real in the near future.

13. Continuing education is recognized as a growing force within the institutions that is yet to be fully perceived and accepted. (pp. 30-31)

Salaries and Budgets

Members of the Association of University Summer Sessions (AUSS) were contacted by Taylor and Dinger (1980) during the 1979-80 academic year for information about administrative salary and supplements paid during the summer term. Of the 15 public and 7 private institutions providing information 67 and 28 percentages, respectively, reported paying administrative supplements to chairpersons during the summer term. Not enough required duties was the justification for not allowing such supplements.

The most common type of summer administrative salary or supplement was a percentage of the 9-month's salary, but some institutions also paid a monthly stipend for administrative duties. Base of pay rate varied from one-ninth of the academic year salary most frequently found to a stated rate in addition to extra month's salary. Source of funds to defray supplemental costs varied from the summer session budget to operating budgets maintained by departments, schools and central administration. Rate of pay was considered in relation to number of faculty employed and size of academic year operating budgets. Rates sometimes vary among departments. Chairpersons who received extra pay for administrative duties related to summer session were allowed also to teach, within limits, during the summer. Decisions about what amounts were to be paid to whom varied from the summer session administrator to the top academic administrator handling the procedure.

McGill (1978) obtained information by questionnaire from 17 and by interview from 15 regional state colleges enrolling between 3,000 and 8,000 students. He obtained information on budget and expenditures, operational expenditures, organization and publicity, advertising and publications. Colleges were scattered throughout the nation, and the author indicated that, ". . . the addition of more schools with characteristics of those studied would not have changed the outcome of the study." (p. 23) However, he cautioned that, ". . . different results would likely be obtained by studying a different type sample. A study of major state universities or of privately supported institutions would likely produce results and conclusions different from those in this study." (p. 23)

Among his findings were the following data:

1. The length of most summer sessions was 8 or 10 weeks.

2. The average full time equivalency faculty member budget was $4,125, and the average weekly FTE faculty member budget was $467.

3. One-half the institutions had summer faculty salaries based on base pay for the preceding academic year, while the other half used varied other bases or formula which took into account among other factors the number of credit hours taught.

4. There was no consistent basis for determining the rate of remuneration for visiting faculty except negotiation and/or flat rate agreements.

5. Teaching load for sessions of 8 or 9 weeks was 12 term credit hours or 8-9 semester hours.

6. Two-thirds of the schools made firm budget allocations for summer session 6 months or more prior to the beginning date of summer session, but some schools forced to operate out of current year income had to plan blindly.

7. Mainly, summer school schedules and classes are planned at the department level and approved by administrative personnel and implemented by summer session administrators.

8. Most summer session administrators had other duties, and most often 50 percent of less of their time was spent on summer session responsibilities. There were many combinations of administrative duties with sumer session duties; the most common involved continuing education.

9. A large majority of schools indicated the main purpose of their summer session was to meet needs of degree-seeking students.

10. The summer school catalog was the most important printed media publicity item used, however, 50 percent of the schools used commercial radio spot announcements.

11. Summer sessions in most schools had a much lower profile than might be expected or justified.

Small and Seagren (1975) conducted a telephone survey of methods used by 25 colleges and universities for determining summer session academic salaries. Eighteen institutions were members of the Big Eight and Big Ten Athletic Conferences during 1975, and 7 were selected from other areas of the country.

The academic year salary was used by all institutions as the base for determining salaries for summer session instructional staff. There was no differential between institutions on the quarter or semester calendar in the percentage of academic year salaries paid staff for a normal teaching load. Most calculated salaries on the basis of number of courses taught and credit hours involved; however, some also considered the number of weeks involved. In sessions of 5 or more weeks, the normal teaching load was 6 credit hours or two courses, and in sessions of 3 weeks or less, 1 credit hour per week was the normal teaching load.

Percentages of the academic year salary paid for teaching 2 courses or 6 credit hours in sessions of 5 or more weeks ranged from 16.0 to 23.5; 6 institutions paid 22.2 percent. Only 2 institutions studied had dollar ceilings on the amount of money an instructional staff member could receive in a summer period, and 3 additional institutions were in states where a legal ceiling of 25 percent of the academic year salary was in force. Slightly over two-thirds (68 percent) of the institutions made firm commitments to the summer staff, but some of the others made contracts contingent upon enrollment reaching an established minimum. No change in salary plans had been made for 5 years by 70 percent of the institutions, and no changes were contemplated for the future by 88 percent.

Of the 25 institutions, nearly one-fourth (24 percent) were totally self supported financially. One-fifth were less than one-half self-supported, while a similar proportion operated on a 50-85 percent self-support basis.

Problems

Deal (1977) contacted 383 summer session deans or directors listed as members of the North American Association of Summer Sessions in the fall of 1976. His purpose was to ascertain the rank order of importance which respondents would attribute to eleven suspected problem areas. Responses received from 243 or 63.4 percent were analyzed by public and private two- and four-year institutions having more and less than 2,500 summer students. (It is presumed these were head count credit students, although the report was unclear on this matter.)

Problems ranked the highest by four-year public institution respondents were as follows:

Less than 2,500	More than 2,500
1. Optimum scheduling of summer sessions.	1. Optimum scheduling of summer sessions.
2. Marketing summer session programs.	2. Budget development and administration.
3. Summer sessions as related to institutional goals.	3. Marketing summer session programs.
4. Budget development and administration.	4. Serving non-traditional student needs.
5. Serving non-traditional needs.	5. Evaluation of student reaction to summer programs.

Respondents from non-public four-year institutions ranked the following problems highest:

Less than 2,500	More than 2,500
1. Marketing summer session programs.	1. Marketing summer session programs.
2. Optimum scheduling of summer sessions.	2. Optimum scheduling of summer sessions.
3. Serving non-traditional student needs.	3. Budget development and administration.
4. Budget development and administration.	4. Summer sessions as related to institutional goals.
5. Short term summer programming.	5. Serving non-traditional student needs.

Suspected problems which did not appear among those ranked in the top five by one of the categories of institutions were (1) evaluation of faculty performance, (2) inter institutional summer session cooperation, (3) summer study abroad programs, and (4) mutual determination of faculty compensation. Deal concluded that, ". . . . the most pressing problem facing summer session administrators was . . . Marketing Summer Session Programs" (1977, p. 16). Responses were also obtained from 10 public and 1 non-public two-year institutions and 2 listed as not fitting the categories discussed, but due to the small numbers these data are not presented here.

Representatives of public and private institutions, regardless of size, identified four problems which they shared among those ranked in the top five by importance. They were (1) optimum scheduling of summer sessions, (2) budget development and administration, (3) serving non-traditional student needs, and (4) marketing summer session programs. The first was considered most important by public four-year institutional respondents, and the last was considered most important by non-public four-year institutional respondents.

Heidenreich (1965) compared the extent to which the powers and functions assumed or performed by summer session administrators in 274 accredited four-year institutions agreed with the powers and functions which 10 eminent authorities in the field of higher education believed summer session administrators should assume or perform. This response represented a 62.3 percent return of usable questionnaires, and data were analyzed by institutional size (small, intermediate, and large), control (public or private), and by regional accrediting area. Responses of the jury of experts and summer session administrators were compared on 21 items in the areas of institution administration, curriculum. instructional faculty, students, and general university administration.

Power or Function	S.S. Adm. % Always or Frequently	S.S. Adm. Should Have % of Jury
Autonomy in budget expenditures	74	90
Responsibility for publicity and public relations	78	100
Submit an annual report	76	100
Responsibility for instructional program	79	80
Recommend revisions in course offerings	70	80
Approve or disapprove departmental offerings	67	70
Edit summer session bulletin	86	100
Appoint summer session visiting faculty	63	80
Determine summer session faculty salary	38	30
Determine instructional faculty teaching load	62	80
Responsibility for assignment of classrooms and facilities	61	40
Leadership in suggesting student class load, fees, etc.	54	60
Advise on summer session student admissions policy	57	40
Responsible for student attendance and discipline	37	20
Responsibility for student registration procedures	46	20

Power or Function	S.S. Adm. % Always or Frequently	S.S. Adm. Should Have % of Jury
Financially self supporting summer session	64	20
Responsibility for pre- and post session clinics, workshops, institutes, etc.	54	70
Spend over 70% of time during regular year on summer session management	10	70
Spend over 70% of time during summer session on management	61	100
Title of dean or director	81	100
Report to president	37	40
Report to provost or academic vice president or dean	51	60

The percentage of administrators indicating they always or frequently had responsibility for budget expenditures, publicity, and public relations, submission of an annual report, the instructional program, revision of course offerings, approval of departmental offerings, editing the summer session bulletin, appointing visiting faculty, determining teacher load, giving leadership in suggesting student fees, class load, etc., and pre- and post session clinics, workshops, institutes, etc., were less than the percent of jury members who indicated they should have such powers and functions.

Higher percentages of administrators indicated they always or frequently had responsibility than the percent of jury members who thought they should have for determining faculty salary, assigning classrooms and facilities, and advising on policies related to student admissions, student attendance and discipline, and registration. All jury members indicated the summer session administrator should report directly to either the president or provost and/or academic vice president or dean, and 88 percent of the administrators did so. All jury members believed the administrator should have the title of dean or director, and 81 percent had such a title. Higher percentages of jury members indicated summer session administrators should spend 70 percent or more time during both the academic year and summer session on management than was reported by summer session administrators. While 74 percent of summer session administrators reported spending less than 41 percent of their time during the regular academic year in summer session management activities, 70 percent of the experts thought they should be spending 70-100 percent of their time on such activities. Only 61 percent of the administrators reported spending 70-100 percent of their time on management activities during the summer session, but 100 percent of the jury of experts believed they should be spending that much time.

Programming

Rehnke (1979) received a 44 percent response from an inquiry sent to 413 NAASS members asking about programming for college summer sessions in the 1980's. Chief administrators were asked who students of the 1980's would be, what programs should be developed, where programs should be held, and what time frames for course offerings would be significant. Program expectations were noted for small colleges (under 1,000 per academic year), residential colleges, commuter colleges, and larger institutions (more than 15,000 per academic year). Her findings showed that very important would be adult learners, part-time students, and returning women. Students age 18-22 were also very important.

For program development, largest percentages of respondents considered as significant cooperative education programs with agencies and businesses, credit internship programs, off campus courses at places of employment or convenient locations, and assessment of prior learning. Evening sessions and intensive sessions concentrating on one short time period were ranked as top priority time patterns for summer sessions.

General

The College Management staff (1969) mailed 2,882 inquiries to summer session directors and had a 37 percentage return. They found that in 1968 larger percentages of institutions had offered summer sessions and evening courses than in 1965. Nearly 20 percent of the respondents indicated they had integrated summer session into their regular curriculum, and more anticipated doing that. All course offerings in 84 percent were for credit, and most students enrolled for 6-12 credits.

They found reasons for student attendance to include: to graduate sooner, to lighten the fall semester load in order to keep grades high and to participate in student activities, to make up grade deficiencies, to start college earlier, and to take extra courses just to be with friends.

At that time most responding institutions paid faculty a flat fee per credit hour, but a number hoped to adopt a system of paying a percentage of regular salary; rarely was the pay schedule the same as during the academic year. Proportion of visiting faculty in 1968 was lower than in 1965. In-service of teachers was no longer a primary function of summer sessions.

In 1969 predictions for the future included more developmental and experimental programs, cooperative institutional programs, better use of laboratory and special facilities, pre-freshman proving ground, more evening courses, higher faculty pay, enrollment increases, and more non-credit workshops, seminars, and special programs.

SECTION 3

PRESENTATION OF FINDINGS

Introduction

In this Section will be found information on characteristics of the institutions and summer session administrators participating in the study (See Appendix A for a listing of cooperating institutions). Information is presented on the central level and internal organizational structures, the manner in which the summer session office functions regarding academic programs, and career patterns of summer session chief administrators. Problems of importance to chief summer session administrators and relationships of career patterns to the problems are examined. Next the nature of summer session activities and enrollment changes for the period 1978-1981 are explored. Enrollment trends by level of instruction and changes observed and projected for summer sessions and faculty morale are then discussed.

Characteristics of the Respondents

Shown in Table 1 are the numbers of institutions in the sample by type and rate of response for each.

TABLE 1

NUMBER AND PERCENTAGE OF INSTITUTIONS CONTACTED AND RESPONDING BY CLASSIFICATION

Type of Classification	Contacted		Responding	
	Number	Percent	Number	Percent
Research Universities	13	18	10	77
Doctorate-Granting Universities	12	17	11	91
Comprehensive Colleges and Universities	40	55	34	85
Canadian Universities	7	10	7	100
Totals	72	100	62	86

Thirty-nine percent were members of WASSA, and 61 percent held membership in NAASS.

Shown in Table 2 are the main campus total Fall 1981 headcount enrollments (graduate and undergraduate; full and part-time) of institutions cooperating in the study.

TABLE 2

PERCENT OF COOPERATING INSTITUTIONS BY TOTAL FALL 1981 ENROLLMENTS

Enrollment Categories	Research Univ.	D.-Granting University	Comp. Univ. & Colleges	Canadian Univ.	Total
Under 5,000	--	--	35	14	21
5,001-11,999	30	64	38	29	40
12,000-19,999	20	18	15	29	18
20,000-29,999	10	9	9	14	10
30,000 & Over	40	9	3	14	11

Viewing Table 2, one can see that of the research universities cooperating in the study 30 percent had a total enrollment of 5,000-12,000 students; 20 percent had enrollments of 12,000-20,000; 10 percent had enrollments of 20 to 30 thousand; and, 40 percent had 30,000 or more students. Other data are to be read in a similar fashion. One can determine that 50 percent of the research universities had enrollments over 20,000, but 82 percent of the doctoral granting universities, 88 percent of the comprehensive universities and colleges, and 72 percent of the Canadian universities had smaller enrollments.

The total non-duplicative headcount main campus 1981 summer credit enrollments of cooperating institutions are shown in Table 3. Viewing

TABLE 3

PERCENT OF INSTITUTIONS BY NON-DUPLICATIVE 1981 HEADCOUNT SUMMER CREDIT ENROLLMENTS

Non-duplicative Credit Enrollments	Research Univ.	D.-Granting University	Comp. Univ. & Colleges	Canadian Univ.	Total
Under 1,500	60	64	56	14	53
1,500-3,499	--	18	21	29	18
3,500-5,999	30	18	12	29	18
6,000-8,999	--	--	3	--	1
9,000 and Over	10	--	9	28	10

the data one can see, for example, that 60 percent of the research universities reported 1981 summer credit non-duplicative headcount enrollments of less than 1,500 students on the main campus. Thirty

percent reported 3,500-5,999, and 10 percent reported 9,000 or more. Other data are to be read in the same way. Viewing the data one can see that most of the institutions in the United States had summer enrollments of under 1,500. Only in comprehensive universities and colleges were summer enrollments spread over the full range of under 1,500 to 9,000 and over.

Central Level Organizational Structure

Respondents were asked to indicate the type of top level organizational structure used at their institution for the administration of summer sessions. These data are presented in Table 4. For example,

TABLE 4

PERCENT OF INSTITUTIONS BY TOP ORGANIZATIONAL STRUCTURE

Type of Institution	Type of Administrative Structure				
	1[a]	2[b]	3[c]	4[d]	5[e]
Research University	60	--	30	--	10
Doctorate Granting University	64	18	18	--	--
Comprehensive Univ. or College	56	21	12	3	9
Total USA	58	16	16	2	7
Canadian Univ.	14	28	28	--	28

[a]Summer school chief administrator reports to an academic assistant or Vice Chancellor; Provost or Assistant/Associate Provost; Academic Vice President, Academic Dean or Dean of Faculty.

[b]Summer school chief administrator reports to a Dean/Director of Continuing Education and Summer Session who reports to officials listed in (a) above.

[c]Summer session chief administrator reports to a Dean/Director of Continuing Education who reports to officials listed in (a) above.

[d]Summer session chief administrator reports to a Chancellor or President.

[e]Organizational structure different than described in effect.

one can see that, of the research universities, 60 percent had the first type of administrative structure, 30 percent had the third type, and 10 percent had some type other than described. Other data are to be read in the same way. Larger percentages of the summer school chief administrators in the research and doctorate granting universities than in comprehensive universities and colleges reported directly to a second or third echelon officer. In only 3 percent of the comprehensive universities or colleges did the summer session chief administrator report directly to the institutional chief administrator (president or chancellor). In most Canadian universities (56 percent) the summer session chief administrator reported to either a Dean/Director of Continuing Education or a Dean/Director of Continuing Education and Summer Session. This was the case for approximately one-third (32 percent) of the United States universities. Six, or about 10 percent of all institutions indicated they had some organizational structure other than those discussed.

In two institutions where the summer session responsibility was diffused, academic department heads/chairs reported to academic deans who reported to an academic vice president or vice chancellor. In another, the department heads reported to deans of schools who reported to an academic assistant vice president. In another, the responsibility for summer session rested with the dean of each college who reported to a provost. In another institution (Canadian) a coordinator of extra sessions was responsible for summer sessions and reported to the director of the extension unit who in turn reported to an academic vice president. This structure is similar to the third one mentioned in Table 4. In another Canadian institution a Director of Extra Sessional Studies was responsible for summer sessions and reported to a Director of Continuing Education who in turn reported to an academic Vice President and Provost. This structure was also similar to the third type of structure.

Relationships of Organizational Structure to Institutional Size and Career Patterns of Summer Session Administrators

An analysis was made to examine the relationship between the central level organizational structure and institutional size. Presented in Table 5 are the percentages of institutions by category of Fall 1981 headcount enrollments reported by pattern of organizational structure.

One can see, for example, that of the smaller size institutions (under 12,000 students) 65 percent of the summer session chief administrators reported to an academic assistant or Vice Chancellor; Provost or Assistant/ Associate Provost; Academic Vice President, Academic Dean or Dean of Faculty. Eleven percent reported to a Dean/Director of Continuing Education and Summer Session who reports to one of the officials identified above. Other data are to be read and interpreted in similar fashion.

TABLE 5

PERCENT OF INSTITUTIONS BY ORGANIZATIONAL STRUCTURE
AND INSTITUTIONAL SIZE

Organizational Structure	1981 Institutional Size (Headcount-Fall)		
	Under 12,000	12,000-19,999	Over 20,000
1[a]	65	55	36
2[b]	11	11	36
3[c]	14	22	18
4[d]	3	--	--
5[e]	6	11	9

[a]Summer school chief administrator reports to an academic assistant or Vice Chancellor; Provost or Assistant/Associate Provost; Academic Vice President, Academic Dean or Dean of Faculty.

[b]Summer school chief administrator reports to a Dean/Director of Continuing Education and Summer Session who reports to officials listed in (a) above.

[c]Summer session chief administrator reports to a Dean/Director of Continuing Education who reports to officials listed in (a) above.

[d]Summer session chief administrator reports to a Chancellor or President.

[e]Organizational structure different than described in effect.

Viewing the data one can determine that the larger the institution the less frequently was found the first pattern described. Also in a larger percentage of the institutions with over 20,000 students than in others did the chief summer session administrator report to a Dean/Director of Continuing Education and Summer Session. Another finding was that in only the smallest size institutions did the summer session chief administrator report to a Chancellor or President. Among the largest size institutions there appeared to be a greater diversity of central level organizational structure than in the other institutions participating in the study.

An analysis was made to determine if a relationship existed between the organizational structure and the type of career pattern possessed by the summer session chief administrator. The percentage which persons with each type of career pattern were by organizational structure are presented in Table 6. One can see, for example, that one-third of the

TABLE 6

PERCENT OF DIRECTORS WITH EACH CAREER PATTERN BY ORGANIZATIONAL STRUCTURE

Career Pattern	Organizational Structure[a]				
	1	2	3	4	5
Prof/Central Adm.	33	18	27	100	17
Professor	9	18	9		33
Prof/Dept Adm.	6	18	9		17
Cont. Edu./Extension	24	9	45		
Central Adm.	15		9		
Non-Edu./Central Adm.		27			
Summer Session Adm.	3				
Pub. Sch./Central Adm.	3	9			
No Response	6				33

[a]Organizational Structure Type as described following Tables 4 and 5.

chief summer session administrators in institutions where they report to an academic assistant or Vice Chancellor; Provost or Assistant/Associate Provost; Academic Vice President, Academic Dean or Dean of Faculty had been a professor who moved into central administrative work before becoming chief summer session administrator. Nine percent assumed that responsibility after or while yet a professor. Six percent had been a professor who went into departmental administration prior to assuming responsibility for summer sessions, and 24 percent had been in continuing education and/or extension work. Other data are to be read in the same way.

Viewing the data one can determine that in institutions having the type of organizational structure mentioned above (1) and those where the summer session chief administrator reports to a Dean/Director of Continuing Education who reports to the officials mentioned in structure (1), the largest percentages of directors had careers as either a professor who went into central administrative work or a person with a prior background in continuing education and/or extension. However, the largest group of summer session chief administrators in institutions where they report to a Dean/Director of Continuing Education and Summer Session who in turn reports to officials mentioned in structure (1) had backgrounds as a professor some of whom had entered central administrative work and some of whom had been in departmental administrative work.

The greatest diversity of career backgrounds was among summer session chief administrators who reported to a Dean/Director of Continuing Education and Summer Session.

Change in Organizational Structure

In only 9 percent of the United States institutions had there been any change since the 1978-79 academic year in the location of central administration responsibility for the summer session; no change was reported for Canadian institutions. In one institution responsibility had been moved from Graduate Studies to Continuing Studies, and in another responsibility had been transferred from academic departments to an office of continuing studies. In one responsibility had been transferred from the Dean of Continuing Education to academic assistant and deans of colleges. In another institution responsibility had been transferred from the Dean of Summer School to the Associate Vice President for Academic Affairs. In yet another institution responsibility had been located in a separate summer session unit and now is located in a unit combining responsibility for Summer, Regional, Evening, and Continuing Education. In three institutions responsibility was combined with continuing education, while in two others placement of responsibility was lodged with a higher echelon administrative office than previously.

No changes were contemplated within the next three years for location of central administration level responsibility for the summer session in 85 and 84 percents, respectively, of institutions located in the United States and Canada. In 7 and 14 percents, respectively, of institutions in the United States and Canada the matter was being studied, and in 7 percent of the former changes were definitely contemplated.

Internal Organizational Structure

Of the United States institutions, 47 percent had the summer session internally organized as a separate entity budgetarily and administratively. In 24 percent, responsibility was diffused within colleges, schools, or departments. In another 24 percent responsibility was lodged within a Continuing Education unit. Some other arrangement was reported by 5 percent.

Respondents from 28 percent of the Canadian institutions indicated the summer session was internally organized as a separate entity, and in 43 percent the summer session was located in a Continuing Education unit. In 28 percent, some other arrangement existed.

Since the 1978 summer session there had been no internal reorganization in 87 and 70 percents, respectively, of United States and Canadian institutions participating in the study. In 5 percent of the U.S. institutions and 14 percent of the Canadian institutions the summer session had been organized as a separate entity and is now part of another unit. In no instance was there a change from the summer session being part of a unit having other functions to being a separate entity. In 7 and 14 percents, respectively, of U.S. and Canadian institutions some other type of change was made.

No change in the internal organization of summer sessions was reported as being contemplated during the next three years in 78 and 100 percents, respectively, of U.S. and Canadian institutions. In 9 percent of the U.S. institutions the matter was being studied, and in 9 percent changes were expected in the internal organization within the next three years. Nine percent of the respondents of U.S. institutions did not respond to the question.

Functioning of Summer Session Office Regarding Academic Programs

Respondents were asked how the summer session office carries out its responsibilities regarding the academic program. In 5 percent of the U.S. institutions the office was reported to take primary responsibility for the development of the summer session academic program. Twenty-two and 28 percents, respectively, of U.S. and Canadian institutions reported that the summer session office develops the academic program in cooperation with the departments, schools, or colleges. In 29 and 42 percents, respectively, of U.S. and Canadian institutions the summer session office was reported to coordinate the academic program which has been developed by the departments, schools, or colleges. In about 3 of every 10 institutions (34 and 28 percentages, respectively, of U.S. and Canadian institutions) the summer school office was reported to both develop the academic program in cooperation with departments, schools, or colleges and coordinate programs developed by them. Summer session offices in four U.S. institutions were reported to function differently. One respondent reported that, "summer session responsibilities are the same as the regular sessions." Two other institutions had no summer session office. A fourth respondent reported that in addition to developing the academic program in cooperation with colleges, schools, or departments, the summer session office coordinates all publicity.

The development of academic programs in cooperation with departments, schools and colleges was the mode of operation most frequently cited (46 percent) for the summer session office in doctoral granting institutions. In comprehensive universities and colleges it was coordinating the academic program developed by departments, schools, and colleges (36 percent). This mode was most frequently cited for Canadian institutions (43 percent). In research universities the mode of operation most frequently cited (40 percent) was a combination of these two modes of operation.

Characteristics of Summer Session Administrators

Summer session administrators were asked how many calendar years they had responsibility for the summer session at the institution where they were employed at the time of the study. These data are presented in Table 7. One can see, for example, that 60 percent of the summer

TABLE 7

PERCENT OF RESPONDENTS BY TIME RESPONSIBLE FOR SUMMER SCHOOL

Calendar Years	Research Univ.	Doctoral Granting	Comp. Univ. & Colleges	Total U.S.	Canadian Univ.	Total
One yr or less	--	18	15	13	14	13
2-3 years	60	36	18	29	14	27
4-6 years	20	18	21	20	29	21
7-10 years	--	9	29	20	29	21
11-15 years	--	18	12	11	--	10
Over 15 yrs.	10	--	--	2	14	3
No Response	10	--	5	5	--	5

session administrators in research universities had the responsibility 2-3 years, 20 percent 4-6 years, 10 percent over 15 years, and 10 percent gave no response. Other data are to be read in similar fashion. The largest percentages of respondents in research and doctoral granting institutions had the responsibility for summer sessions 2-3 years, while

the largest percentage in comprehensive universities and colleges had the responsibility 7-10 years. In Canadian universities the largest percentage had had the responsibility 4-10 years.

In 95 and 86 percents, respectively, of the U.S. and Canadian institutions the chief administrator of the summer session had other academic or administrative responsibilities. Fourteen percent of the respondents in Canadian universities had no other responsibilities than chief administrator of the summer session. Five percent of the U.S. respondents gave no reply to this question.

Chief summer session administrators having other responsibilities were asked to indicate the type of other responsibility which they had. These data are presented in Table 8. One can see, for example that in

TABLE 8

PERCENT OF SUMMER SESSION ADMINISTRATORS HAVING OTHER RESPONSIBILITIES BY TYPE OF INSTITUTION

Other Main Responsibility	Research Univ.	Doctoral Granting	Comp. Univ. or College	Total U.S.	Canadian Univ.	Total
Academic-Professional Rank in Some Field	30	18	12	16	14	16
Central Administration	40	27	47	42	--	37
College, School, Dept. Administration	--	18	3	5	29	8
Other	20	36	32	31	43	33
No Response	10	--	6	6	14	6

research universities 30 percent of the chief summer session administrators had other academic responsibilities, 40 percent had central administrative responsibilities, 20 percent had other types of responsibilities, and 10 percent did not reply. Other data are to be read the same way. In research universities and in comprehensive universities and colleges the largest percentages of chief summer session administrators had central administrative responsibilities, while the largest percentage in doctoral granting universities had some "other" type of responsibility. Of all respondents, 17 or 27 percent indicated some other type of responsibility. Those responsibilities were:

2 Research universities - Director of the Continuing Education unit (2)

4 Doctoral Granting Universities - Director of the regional, evening, and continuing education unit; Director of continuing education; Director of Continuing Education and Evening College; Director of Extension (2)

11 Comprehensive universities and Colleges - Director of Extension, Extended Education; Elderhostel, Outreach, and Community Service; Director of Admissions; Graduate Program; Director of Graduate and Special Programs; Director of Continuing Education (3); academic plus college, school, departmental administration.

3 Canadian Universities - Off-campus program coordination; Continuing Education; Coordinate All Extra Sessions (Intersessions, evening degree, off campus, correspondence).

Two-thirds (67 percent) of the U.S. chief summer school administrators responding had an earned doctorate, and 22 percent had a master's degree. One had all but the dissertation completed for a doctorate, and two had completed 30 semester hours beyond the master's degree. Five percent did not reply. Among Canadian universities 42 percent had a doctorate, 29 percent a master's, 14 percent a bachelor's, and 14 percent had all but the dissertation completed for a doctor's degree.

Percentages of respondents by major area of specialization at the highest degree level are presented in Table 9. Viewing the data one

TABLE 9

PERCENTAGES OF SUMMER SESSION ADMINISTRATORS BY MAJOR AREA OF SPECIALIZATION AT HIGHEST DEGREE LEVEL

Major Area	Research Univ.	Doctoral Granting	Comp. Univ. and Colleges	Total U.S.	Canadian Univ.	Total
Edu. Adm.	10	27	12	14	14	14
Education	10		12	9		8
Higher Edu.	20		3	5		5
Adult Edu.			3	2	29	5
Other Edu. (Bus. Agr., Elem.)		9	6	6		5
Bus. Adm.			6	4	29	6
Humanities	10	27	18	18		16
Physical Science		9		2		2
Bio Science			3	2		2
Soc. Science	20	27	20	22	14	21
Prof. Sch.			3	2		1
Other	20		9	9	14	10
No Response	10		6	5		5

can see that among U.S. institutions the largest percentages of summer session chief administrators had major areas of specialization in social sciences (22 percent), humanities (18 percent), and educational administration (14 percent). Among Canadian universities in the study, the largest percentages had specializations in adult education (29 percent) and business administration or management (29 percent). Major areas of specialization were similar for the different types of U.S. institutions except that the research universities as well as some comprehensive universities and colleges had chief summer session administrators whose major area of specialization had been higher education. If the several areas of education are collapsed, percentages of U.S. and Canadian summer session administrators having this broad area of specialization would be 36 and 43, respectively.

About one-half of the summer session administrators in both U.S. and Canadian institutions had no minor area of specialization at the highest degree level. Minor areas for those who had one included a wide range of fields. Below are the minor fields:

Higher Education(3)	Political Science
Curriculum(2)	Public Administration
Adult Education	Public Policy
Elementary Education	Social Psychology
Educational Admin.	Anthropology
Curriculum & Instruction	Sociology
Community Development	History
Counseling & Guidance	American Studies
Mathematics	Interdisciplinary Social Sciences
Bio-Chemistry	Humanities
Environmental Eng.	Romance Languages
Religion	Classical Languages
	English

Minor areas of specialization were predominately in the social sciences and education with a few in physical science and humanities fields.

Job Patterns of Summer Session Chief Administrators

Respondents were asked to list in reverse chronological order each of the types of positions held prior to the one they currently held at the time of the study. If there were fewer than five previous positions, each was asked to list as many as were appropriate. If there were more than five previous positions, each was asked to list only the last five preceding their present position as summer session chief administrator.

An analysis of responses was made to determine whether the last position held prior to becoming chief administrator of the summer session was in the same institution or elsewhere. In all the Canadian universities and 73 percent of the U.S. universities the next preceding position had been in the same institution where the respondents were chief administrator of the summer session. This was the case for 82 percent of the respondents in doctoral granting institutions and for 71 and 70 percentages, respectively, in comprehensive and research universities.

An analysis was made to determine how many previous positions up to five had been held by chief administrators of summer sessions. This was done to determine the extent to which such administrators tended to be the more professionally mature compared to the less professionally mature. These data are presented by type of institution in Table 10. One can see, for example, that in the research universities 10 percent

TABLE 10

PERCENT OF RESPONDENTS BY NUMBER OF PRIOR POSITIONS

Type of Institution	Number of Prior Positions					
	1	2	3	4	5	No Response
Research University	10		30	20	30	10
Doctoral-Granting		27	18	27	18	9
Comprehensive Univ. and College	6	12	15	26	32	9
Total U.S.	5	13	18	26	29	9
Canadian University	14	29	14	29	14	--
Total	6	15	18	26	27	8

of the chief administrators of summer sessions had one position previously; 30 percent had held three previous positions; 20 percent had held four, and 30 percent had held five. Other data are to be read in the same way. Viewing the data one can see that in comprehensive universities and colleges, about 6 of every 10 summer session administrators (58 percent) held four or five positions previous to becoming summer session administrators. This compared to 50 percent in research universities, 45 percent in comprehensive universities and colleges, and 43 percent in Canadian universities. In all U.S. institutions 18 percent of the administrators reported having held one or two previous positions compared to 43 percent in Canadian institutions. These data might indicate that the tenure of summer session administrators in Canadian, research, and doctoral granting institutions is longer, therefore administrators would not have held as many previous positions as those in comprehensive institutions. On the other hand data may indicate that comprehensive institutions seek more professionally mature and experienced administrators of summer sessions. In U.S. institutions 7 of every 10 summer session administrators had held at least three previous positions compared to about 6 of every 10 in Canadian universities.

Data were analyzed by types of previous positions respondents had held prior to becoming summer session administrators by type of institution. These data are displayed in Table 11.

An analysis was made to determine the nature of positions held prior to becoming chief administrator of the summer session. Shown in Table 11 for each type of institution are the percentages of respondents

TABLE 11

PERCENT BY TYPE OF POSITION PRIOR TO SUMMER SESSION ADMINISTRATION

Type of Previous Job	Research Univ.	Doctoral Granting	Comp. Univ. and Colleges	Total U.S.	Canadian Univ.
Central Academic Adm.					
1st	30[a]	18	32	29	14
2nd	--	18	6	7	--
3rd	10	--	--	2	--
4th	--	--	--	--	--
5th	--	--	--	--	--
Central-Other Adm.					
1st	10	9	27	20	29
2nd	20	9	15	15	--
3rd	20	--	9	9	--
4th	--	--	6	4	--
5th	10	--	3	4	--
Continuing Edu. or Extension Adm.					
1st	30	27	12	18	14
2nd	10	18	9	11	14
3rd	--	9	9	7	--
4th	--	--	6	4	14
5th	--	--	--	--	--
Dept. or College Adm.					
1st	20	--	15	13	14
2nd	30	9	24	22	14
3rd	20	18	15	16	--
4th	10	9	3	6	--
5th	--	--	--	--	--
Teacher/Prof.					
1st	--	9	3	4	--
2nd	20	9	18	16	--
3rd	--	18	3	6	--
4th	10	--	3	4	--
5th	--	--	--	--	--
Teacher/Assoc. Prof.					
1st	--	18	3	6	--
2nd	--	9	--	2	--
3rd	--	--	6	4	--
4th	--	9	3	4	--
5th	--	--	--	--	--

TABLE 11 (Continued)

PERCENT BY TYPE OF POSITION PRIOR TO SUMMER SESSION ADMINISTRATION

Type of Previous Job	Research Univ.	Doctoral Granting	Comp. Univ. and Colleges	Total U.S.	Canadian Univ.
Teacher/Asst. Prof.					
1st	--	--	--	--	14
2nd	--	9	9	7	14
3rd	30	9	15	16	--
4th	--	18	9	9	--
5th	10	9	9	9	--
College Instructor					
1st	--	--	--	--	--
2nd	--	--	--	--	14
3rd	--	--	6	4	29
4th	20	9	9	11	--
5th	--	--	6	4	--
Public Sch. Instr., Government, Student					
1st	--	9	--	2	--
2nd	--	9	6	6	43
3rd	--	9	12	9	29
4th	10	--	21	15	29
5th	10	9	15	13	14

[a]The difference between the sum of percentages for each level of next preceding job among all job categories and 100 is due either to non-response or the fact that respondents might not have reported a position at a given level.

by the first, second, third, fourth, and fifth next preceding type of position held. For example, one can see that of respondents from research universities 30 percent had held a central academic administrative position as the first next preceding position, 10 percent had been in some other central administrative position, and 30 percent had been in a continuing education or extension unit. Other data are to be read likewise. Observation of the data reveals that while summer session administrators came out of a central administrative position or extension and continuing education administration, departmental or college administration was a typical part of the career pattern. In doctoral granting institutions continuing education or extension administration and professor/teaching positions appeared to be the typical pattern of prior work for summer school directors. In comprehensive universities and colleges summer session administrators had a much more varied background of prior work experience than those in the other two types of institutions. Although predominately summer session administrators had held central administrative positions prior to becoming summer session administrator, departmental or

college administration and work in public schools or government and being a student were strong components of the career patterns for them. Teaching at the university level seemed to be much more a part of the career pattern of U.S. summer session administrators than those in Canadian institutions. Larger percentages of Canadian summer session administrators than those in U.S. institutions had been engaged in work unrelated to the university as part of their career pattern. Except for research universities, teaching at the university level was a predominate part of the career pattern. Administrative work at the department or college level, administration of an extension or continuing education unit, and central administrative work were predominate components of U.S. summer session administrators' career patterns.

Problems of Importance to Summer Session Chief Administrators

Summer session administrators were asked to indicate from a listing of problems the three in order of importance that were currently of most importance to them. Space was provided for administrators to write in problems ranking among the top three in importance not included in the listing. Three respondents from comprehensive institutions listed problems of first importance, none were written as being of second in importance, and one administrator from each of the four types of institutions listed a problem of third importance not included among those listed by the researcher. No administrators indicated that summer study abroad programs or adjusting to heavy loads in summer including graduate committees were currently problems of first, second, or third importance to them.

An analysis was made of the frequency with which problems were identified by chief summer school administrators as first, second, or third in importance by type of institution. However, it seemed more meaningful to report the frequency with which respondents reported problems as being among the three most important ones by type of institution. These data are presented in Table 12. Viewing the data

TABLE 12

PERCENT OF RESPONDENTS BY PROBLEMS IDENTIFIED AMONG THE THREE MOST IMPORTANT

Problems of Importance	Research Univ.	Doctoral Granting U.	Comp. or Col.	Canadian Univ.	Total
Developing standards for workshops, institutes, travel tours, extension classes		18	13		10
Basis for determining summer session faculty salaries	33	27	42		33
Securing adequate funds for summer programming	33	45	55	28	46

TABLE 12 (Continued)

PERCENT OF RESPONDENTS BY PROBLEMS IDENTIFIED
AMONG THE THREE MOST IMPORTANT

Problems of Importance	Research Univ.	Doctoral Granting U.	Comp. or Col.	Canadian Univ.	Total
Budget development and administration	33	27	26	28	27
Meeting student demand for enrollment & recreational activities		9	9		7
Determining effectiveness of program marketing methods	11	27	26		21
Publicizing summer school activities	11	9	23		16
Getting highly qualified staff to teach summer session courses	11	9	13	28	14
Allocation of credit for short-term and non-traditional activities		9	9	14	9
Programming short-term summer activities	11			14	3
Accommodating enrollment increases	33			14	7
Implementing innovative & experimental programs	67	36	23	14	31
Faculty performance evaluation		9	3		3
Evaluation of summer session program activities	11	9	9		9
Image of summer session as contributing to institutional mission and goals		27	19	28	19
Communicating with admin. & faculty regarding functions and importance of summer session	11	18	13	43	17
Other	11	9	13	14	12

one can see that no respondents from research or Canadian universities indicated that developing standards for workshops, institutes, travel tours or extension was a problem ranking in the top three by importance. Eighteen and 13 percentages, respectively, of respondents from doctoral granting and comprehensive institutions identified this problem as being among the top three. Other data are to be read in the same way. The problem identified by the largest percentage of research university respondents as being in the top three was implementing innovative and experimental programs. Next most frequently identified problems were accommodating enrollment increases, basis for determining summer session faculty salaries, securing adequate funds for summer programming, and budget development and administration. These problems were also identified by respondents of doctoral granting institutions as being among those of most importance. In addition, the problems of determining effectiveness of program marketing methods and image of summer session as contributing to institutional mission and goals were identified. Problems identified most frequently as of top importance by respondents of comprehensive institutions were securing adequate funds for summer programming, basis for determining summer session faculty salaries, budget development and administration, and determining the effectiveness of marketing methods. Problems most frequently identified by Canadian respondents were communicating with administrators and faculty regarding the function and importance of summer session, image of summer session as contributing to institutional mission and goals, getting highly qualified staff to teach summer session courses, budget development and administration, and securing adequate funds for summer programming.

Problems most frequently identified as first choice in importance were as follows:

1. Securing adequate funds for summer programming.
2. Basis for determining summer session faculty salaries.
3. Implementing innovative and experimental programs.
4. Image of summer session as contributing to institutional mission and goals.

Problems most frequently identified as second choice in importance were as follows:

1. Securing adequate funds for summer programming.
2. Basis for determining summer session faculty salaries.
3. Determining effectiveness of program marketing methods.
4. Budget development and administration.

Problems most frequently identified as third choice in importance were as follows:

1. Implementing innovative and experimental programs.
2. Basis for determining summer session faculty salaries.
3. Securing adequate funds for summer programming.
4. Determining effectiveness of program marketing methods.
5. Publicizing summer school activities.

Relationships of Career Patterns and Types of Problems Identified

Previous positions held by respondents prior to becoming summer session chief administrator were categorized into eight distinct patterns. They were:

Professor to central academic administration
Professor
Professor to departmental administration
Continuing education or extension staff and administration
Central administration other than academic
Non-university work to central administration
Public school staff to central administration
Student to summer session administrator

A cross analysis was made between career patterns and types of problems identified as of most importance. The purpose was to determine if there was a relationship between problems identified as being of most importance and the career patterns of summer session chief administrators. There appeared to be no relationship. There was no clustering of types of problems based on career patterns of administrators. A hunch held by the researcher at the outset of the study was that types of problems experienced would be related to the prior work backgrounds of the administrators. Data do not support this contention.

Nature of Summer Session Activities

Respondents were asked to indicate which of several types of activities were regularly a part of the summer session at their institution in addition to the traditional formal on-campus credit classroom activities. These data are presented in Table 13. It can be seen, for example, that 20 percent of the research universities and 9 percent each of the doctoral granting and comprehensive institutions, or a total of 11 percent of U.S. institutions offered telenet courses as a regular part of their summer session. Fourteen percent of the Canadian institutions did so. Other data are to be read in this same fashion. Observing the data one can see that among U.S. institutions the most frequently found regular summer session activities in addition to the traditional on-campus credit classroom activities were (1) teaching of courses at off-campus locations

TABLE 13

PERCENT OF INSTITUTIONS REPORTING REGULAR SUMMER SESSION ACTIVITIES

Regular Summer Session Activities	Research Univ.	Doctoral Granting	Comprehensive Univ. & Col.	Total U.S.A.	Canadian Univ.
Telenet Courses	20	9	9	11	14
Foreign Travel Program	70	82	71	73	71
Regional or In-state Travel Programs	60	36	47	47	43
Alumni Program	30	18	15	18	--
Internship Programs for Academic Credit	80	73	71	73	29
Non-credit Internship Programs	40	9	9	15	29
Prior Learning Assessment Programs	10	18	12	13	--
Elderhostel Program	50	36	50	47	--
High School Summer Camps	70	55	47	53	29
Courses Taught at Off-Campus Locations	70	73	77	75	100
Cooperative Education Programs with Business, Industrial or Government Organizations	70	55	65	64	43
Newspaper Courses	30	--	15	15	--
Other	20	--	12	11	29

convenient to students, (2) foreign travel programs, (3) internship programs for academic credit, (4) cooperative education programs with business, industrial, or government organizations, and (5) high school summer camps. Among Canadian universities the most frequently found activities were (1) teaching of courses at off-campus locations convenient to students, (2) foreign travel programs, (3) regional or instate (provincial) travel programs, and (4) cooperative educational programs with business, industrial, or government organizations. Other activities offered by 11 percent of the U.S. and 29 percent of the Canadian universities were as listed below.

Self Funded Workshops
Summer Lecture Series
Summer Theatre
Conferences for Professionals
Elementary School Summer Camps
Alaska Field Course in Alaska
State Shakespeare Festival and Seminars
Language Institutes
Various Forms of Distance Education e.g. Print, Teletutorials, Satelite (Canadian)
CDN Armed Forces Personnel Program (Canadian)
Cooperative Master's Degree in Educ. with another State University
Handicapped Conferences
Visiting Faculty Workshops

Respondents were asked for which special summer session groups programs are developed. Percentages of respondents reporting programs for each group are shown in Table 14. For example, one can see that

TABLE 14

PERCENTAGE OF RESPONDENTS BY SPECIAL GROUP SERVED

Group	Research Univ.	Doctoral Granting	Comprehensive Univ. & Col.	Total U.S.A.	Canadian Univ.
Senior Citizens	40	27	44	40	43
Ethnic Minority	50	46	27	35	14
Part-time Students	60	55	85	75	86
Commuter Students	60	55	62	60	--
Foreign Students	70	46	38	46	29
Handicapped Students	20	27	21	22	--
Returning Women	40	36	41	40	43
Gifted or Accelerated Students	60	55	50	53	--
Regular Degree Program Students	80	100	94	93	100
Teachers Needing Certification Renewal	70	82	88	84	86
Students not Meeting Regular Year Admission Requirements	50	46	29	36	29
Advanced Placement Programs for Students Age 16-22	50	27	18	26	--
Other	--	--	3	2	14

40, 27, and 44 percentages, respectively, of research, doctoral granting, and comprehensive institutions had developed summer session programs for senior citizens. Other data are to be read the same way. Observation of data reveals that the special groups for which U.S. summer session programs had been developed most frequently were (1) regular degree program students, (2) teachers needing certification renewal, (3) part-time students, (4) commuter students, and (5) gifted or accelerated students. Special groups for which summer session programs were most frequently reported in Canadian universities were (1) regular degree program students, (2) part-time students, (3) teachers needing certification renewal, (4) returning women, and (5) senior citizens.

Nature of Summer Session Enrollment Changes 1978-1981

Respondents were asked to indicate what changes had taken place between 1978 and 1981 in total non-duplicative summer session enrollments. They were asked to respond to this question by major field of instruction. Categories for amount of change were established by the researcher and respondents were asked to check opposite a major field of instruction and under the amount of change in enrollment which had taken place. Respondents were also asked to indicate the nature of change which had taken place in summer session enrollments at the graduate, undergraduate upper division and undergraduate lower division.

Shown in Table 15 are the percentages of respondents in institutions having each of the different types of science related instructional fields

TABLE 15

SUMMER SESSION ENROLLMENT CHANGES IN SCIENCE RELATED FIELDS

Field of Instruction and Type of Institution	+10% or More[a]	+4 to 9%[b]	0 to ± 3%[c]	-4 to 9%[d]	-10% or More[e]
Agriculture					
U.S.	30	8	54	--	8
Canadian			100		
Biological Science					
U.S.	16	23	45	16	
Canadian	17	66	17		
Physical Science					
U.S.	18	29	43	7	2
Canadian	33	33	33		
Environ. Science					
U.S.	7	35	54	4	
Canadian		100			
Engineering					
U.S.	67	21	8		4
Canadian	25	75			
Mathematics					
U.S.	33	40	22	4	
Canadian	50	33	17		
Health Science					
U.S.	19	30	33	7	11
Canadian	50		50		
Home Economics					
U.S.	17	25	20	21	17
Canadian		33	67		

[a]Strongly up, [b]Slightly up, [c]Same, [d]Slightly down, [e]Strongly down

by the type of summer session non-duplicative enrollment change during the three year period prior to this study. For example one can see that 30 percent of the respondents in U.S. universities offering agriculture indicated summer session enrollments in agriculture were up strongly; 8 percent indicated a slight increase; but, 54 percent indicated summer session enrollments had remained the same as did all respondents of Canadian universities where agriculture was a field of instruction offered. Other data are to be read in the same way. Largest percentages of summer session enrollment increases reported by respondents of U.S. universities were in the fields of engineering and mathematics. Increases in these fields were also reported for summer sessions by Canadian respondents, and in addition, large percentages reported increases in environmental, biological, and physical sciences. In these three fields larger percentages of U.S. than Canadian respondents reported summer session enrollments had remained the same. While Canadian respondents reported summer session enrollments in home economics to be the same or to have increased slightly, respondents from U.S. institutions registered the greatest decline in enrollments of any science related instructional fields.

As shown in Table 16 substantial percentages of both U.S. and Canadian respondents reported slight to strong declines in Education.

TABLE 16

SUMMER SESSION ENROLLMENT CHANGE IN NON-SCIENCE RELATED FIELDS

Field of Instruction & Type of Institution	+10% or More[a]	+4 to 9%[b]	0 to ± 3%[c]	-4 to 9%[d]	-10% or More[e]
Business					
U.S.	71	24	4		
Canadian	60	20		20	
Education					
U.S.	6	9	25	43	17
Canadian	33	17	16	17	17
Humanities(except lang.)					
U.S.	10	14	45	24	7
Canadian	33	33	33		
Foreign Languages					
U.S.	12	5	44	22	17
Canadian	17	33	33	16	
Performing Arts					
U.S.	8	11	39	19	22
Canadian	20	20	60		
Social Sciences					
U.S.	7	19	46	21	7
Canadian	67	33			
Law					
U.S.	11	22	56	11	
Canadian		100			

[a]Strongly up, [b]Slightly up, [c]Same, [d]Slightly down, [e]Strongly down

Slight declines were registered by small percentages of Canadian respondents in business, and foreign languages, while, except for the business field which was reported to have had strong increases by 71 percent of the U.S. respondents, declines in enrollments were reported for each of the non-science related fields by U.S. respondents. Thirty-one and 39 percentages, respectively, reported slight to strong declines in humanities, exclusive of foreign languages, and foreign languages. Besides education, the greatest percentage of enrollment decline reported by U.S. respondents was in the performing arts.

While in general and excluding the field of education, respondents from Canadian universities reported summer session enrollments had remained the same or increased, larger percentages of respondents from U.S. institutions reported enrollment declines, especially in the non-science related instructional fields.

Enrollment Trends by Level of Instruction

Percentages of respondents indicating each of the types of summer session enrollment changes which occurred during the three year period preceding this study are shown in Table 17. One can see, for example,

TABLE 17

PERCENT OF INSTITUTIONS ACCORDING TO NATURE OF ENROLLMENT CHANGE BY INSTRUCTIONAL LEVEL AND TYPE OF INSTITUTION

Level of Instruction & Type of Institution	+10% or More[a]	+4 to 9%[b]	0 to ± 3%[c]	-4 to 9%[d]	-10% or More[e]
Graduate					
Research U.		14	29	57	
Doctoral Grant.		30	40	30	
Comp. U. or Col.	14	7	29	39	11
Total U.S.	9	13	31	40	7
Canadian U.	40	60			
Upper Div. U.G.					
Research U.	29	29	28	14	
Doctoral Grant.	18	27	55		
Comp. U. or Col.	23	33	30	13	
Total U.S.	23	31	35	10	
Canadian	33	33	33		
Lower Div. U.G.					
Research U.	33	17	33	17	
Doctoral Grant.	18	55	18	9	
Comp. U. or Col.	21	28	34	17	
Total U.S.	22	33	30	15	
Canadian	33	50	17		

[a]Strongly up, [b]Slightly up, [c]Same, [d]Slightly down, [e]Strongly down

that 14 percent of the respondents from research universities reported summer session graduate enrollments were up slightly, while 29 percent reported them to be the same, and 57 percent indicated a slight decline. Other data are to be read in the same way.

While the largest percentage of Canadian university summer session chief administrators reported that there had been increases at all instructional levels in non-duplicative summer session enrollments during the period 1978-1981, the trends in U.S. universities were somewhat different. Respondents of U.S. universities reported greatest percentages of summer session enrollment decline at the graduate level followed by declines in lower division undergraduate enrollments. Larger percentages of respondents from research universities than in either doctoral granting or comprehensive institutions reported upper division undergraduate summer session enrollment increases. Larger percentages of doctoral-granting university respondents reported increases in lower division undergraduate summer session enrollments than those from either research universities or comprehensive institutions.

Changes Observed and Projected for Summer Sessions

Respondents were asked to indicate for several conditions relating to summer sessions the nature of changes which had been observed between 1978 and 1981. Then each was asked to indicate what changes they expected for each of the conditions during the period 1982-1985. Data for conditions regarding offerings are presented in Table 18. One can see, for example, that of the respondents from research universities 22 percent indicated there had been a decrease in the total number of credit hours generated; 11 percent indicated the number had remained the same; and, 67 percent had experienced an increase in number of credit hours between 1978 and 1981. In the next three year period 24 percent expected a decrease, while 38 percent each believed the number would remain the same or there would be an increase. Other data are to be read in the same way. To assist in interpretation the largest percentage response in each triad of data has been underscored. The largest percentage of U.S. summer session session administrators (68 percent) had observed an increase in total number of credit hours generated during 1978-1981, but the largest percentage (44 percent) expected the number to remain the same during the next three years, and others were about evenly divided between expecting a future decrease or an increase. The largest percentage (50 percent) of Canadian respondents indicated the number of credit hours generated had remained the same, while 67 percent expected an increase during 1982-1985.

The largest percentages of U.S. respondents in all types of institutions observed an increase in number of credit hours offered during 1978-1981. The percentage of doctoral granting university respondents (44 percent) predicted a decrease during the next three years, while the largest percentages in research and comprehensive universities predicted an increase in number of credit hours offered in the summer session. Canadian respondents were equally divided as to whether the number of

TABLE 18

PERCENT OF RESPONDENTS BY PAST AND PROJECTED TRENDS REGARDING SUMMER SESSION OFFERINGS

Conditions Related to Summer Session Offerings by Type of Institution	Past Change 1978-81			Expected Change 1982-85		
	De-crease	Same	In-crease	De-crease	Same	In-crease
Total Number of Credit Hours Generated						
Research Universities	22	11	67	24	38	38
Doctoral Granting Univ.	9	9	82	22	33	44
Comprehensive Univ. or Col.	18	18	64	32	48	19
Total U.S.	17	15	68	29	44	27
Canadian	17	50	33	--	33	67
Total number of Credit Hours Offered						
Research Universities	13	25	62	29	43	28
Doctoral Granting Univ.	9	27	64	44	22	33
Comprehensive Univ. or Col.	28	28	44	27	53	20
Total U.S.	22	27	51	30	46	24
Canadian	--	50	50	--	50	50
Number of Courses Offered for Credit						
Research Universities	20	40	40	22	33	44
Doctoral Granting Univ.	18	36	46	38	24	38
Comprehensive Univ. or Col.	31	38	31	25	57	18
Total U.S.	26	38	36	26	47	27
Canadian	--	57	43	--	43	57

credit hours offered had remained the same or had increased, and they were likewise equally divided about whether the future number would remain the same or increase. The largest percentage of U.S. and Canadian respondents indicated the number of courses offered for credit in summer sessions had remained the same during the 1978-1981 period followed by next largest percentages who indicated there had been an increase. For the period 1982-1985 the largest percentage of Canadian respondents (57 percent) predicted an increase in number of courses offered, while the largest percentage of U.S. respondents (47 percent) expected the number to remain the same; other U.S. respondents were about evenly divided between predicting a decrease or an increase.

Shown in Table 19 are the percentages of responses by type of institution according to past trends and future projected changes regarding student enrollments. Data are to be read the same way as those in Table 18.

TABLE 19

PERCENT OF RESPONDENTS BY PAST AND PROJECTED TRENDS REGARDING SUMMER SESSION ENROLLMENTS

Conditions Related to Summer Session Enrollments by Type of Institution	Past Change 1978-81			Expected Change 1982-85		
	De-crease	Same	In-crease	De-crease	Same	In-crease
Number of Head Count Students						
Research University	20	10	70	22	22	56
Doctoral Granting Univ.		18	82	11	56	33
Comprehensive Univ. or Col.	24	15	61	30	43	27
Total U.S.	18	15	67	25	42	33
Canadian		33	67		29	71
Average Number of Students in Courses						
Research University	10	40	50		67	33
Doctoral Granting Univ.		50	50	11	44	45
Comprehensive Univ. or Col.	10	40	50	18	46	36
Total U.S.	8	42	50	13	50	37
Canadian	14	43	43	14	29	57
Average Number of Courses Taken by Students						
Research University	30	40	30	33	45	22
Doctoral Granting Univ.		54	46	11	33	56
Comprehensive Univ. or Col.	17	50	33	21	62	17
Total U.S.	16	49	35	21	53	25
Canadian	17	33	50		57	43
Percentage which Summer Non-duplicative Head Count Enrollment is of Academic Year Non-duplicative headcount Enrollment						
Research University	24	38	38	14	29	57
Doctoral Granting Univ.		64	36	22	33	45
Comprehensive Univ. or Col.	4	64	32	17	62	21
Total U.S.	6	59	34	18	51	31
Canadian	20	20	60		71	29

The largest percentages of respondents in all types of institutions indicated that during 1978-1981 the number of headcount students had increased. Except for the majority of Canadian and research university respondents who indicated they expected the number to increase during the 1982-1985 summer sessions, the largest percentages of other respondents believed the number would remain the same. In most universities respondents indicated there had been a past increase in the average number of students in classes. The largest percentages of U.S. respondents predicted the average number of students per class would remain the same, but the largest percentage of Canadian respondents believed there would be an increase in the average during 1982-1985. The largest percentage of U.S. respondents indicated the average number of

courses taken in summer sessions by students had remained the same, but the largest percentage of Canadian respondents indicated there had been an increase but in the next three years the number would remain the same. Most U.S. respondents, except in doctoral granting universities where an increase was expected, believed the number would remain the same.

The largest percentages of U.S. respondents indicated the percentage which summer non-duplicative headcount enrollments were of academic year non-duplicative headcount enrollments had remained the same, however the largest percentage of Canadian respondents indicated the percentage had increased. A majority of U.S. (51 percent) and Canadian (71 percent) respondents expected the percentage to remain the same, but about 3 of every 10 of each group expected an increase in the period 1982-1985.

Changes in Other Summer Session Characteristics

Another analysis revealed that, although the largest percentage of doctoral granting university respondents had observed an increase in the percent of undergraduate summer session students who were visitors (not seeking a degree there), the largest percentages of research, comprehensive, and Canadian university respondents (50, 61, and 83 percents, respectively) indicated the percent had stayed the same. In fact 30 percent of the research university respondents indicated there had been a decrease in the percentage of visitors. During the period 1982-1985, 71 percent of the Canadian respondents expect the percentage of visitors to remain the same, while 29 percent expected an increase.

While 50, 44 and 42 percentages, respectively, of research, doctoral granting, and comprehensive university respondents expected the future percentage of visitors to remain the same, 38, 56, and 39 percentages, respectively, predicted an increase for the future.

Over three-fourths (79 percent) of the U.S. and 86 percent of the Canadian respondents indicated the degree of administrative centralization for programming had remained the same with no change between 1978 and 1981. Fifteen percent of all U.S. respondents (19 percent of comprehensive university respondents) and 14 percent of Canadian respondents indicated there had been an increase in the degree of centralization for programming. Only 6 percent of the U.S. respondents and none of the Canadian respondents indicated there had been a decrease in centralization for this purpose.

In the future, 78 and 86 percentages of U.S. and Canadian respondents predicted no change in degree of administrative centralization for summer session programming. Sixteen and 14 percentages, respectively, predicted an increase in degree of centralization. Only 6 percent of the U.S. respondents and none of the Canadian respondents predicted a decrease in centralization. Among U.S. respondents, the largest percentage of respondents predicting an increase in centralization were in comprehensive universities or colleges.

Shown in Table 20 are the percentages of respondents by type of institutions who indicated past and expected changes regarding financial conditions. Data are to be read the same way as for the next two preceding tables. One can ascertain that, while about 8 of every 10 U.S.

TABLE 20

PERCENT OF RESPONDENTS BY PAST AND PROJECTED TRENDS REGARDING FINANCIAL CONDITIONS OF SUMMER SESSIONS

Conditions Related to Summer Session Financial Conditions by Type of Institution	Past Change 1978-81			Expected Change 1982-85		
	De-crease	Same	In-crease	De-crease	Same	In-crease
Dollar Amount of Financial Support						
Research University	30	30	40	33	22	45
Doctoral Granting University	20	40	40	25	63	12
Comprehensive Univ. or Col.	19	41	40	39	39	22
Total U.S.	21	38	40	35	40	25
Canadian	14	29	57	14	43	43
Sources of Financial Support						
Research University	10	70	20	11	56	33
Doctoral Granting University	11	78	11	14	71	14
Comprehensive Univ. or Col.	6	78	16	26	65	9
Total U.S.	8	76	16	21	64	15
Canadian		86	14		100	

and Canadian respondents indicated the dollar amount of financial support had remained the same or increased during the period 1978 to 1981, substantial percentages (21 and 14 percentages of U.S. and Canadian respondents, respectively) indicated there had been decreases. Even larger percentages of U.S. respondents anticipated decreases during the 1982 to 1985 period, although the largest percentages predicted the dollar amount of financial support for summer sessions would remain the same or increase. Research university respondents seemed most optimistic.

Over three-fourths of the U.S. respondents (76 percent) and 86 percent of the Canadian respondents indicated that the sources of financial support for summer sessions had remained the same during 1978 to 1981, and the largest percentages predicted they would remain the same for the period 1982 to 1985. However a third of the research university respondents predicted an increase in sources of financial support during the 1982-1985 period. Twenty-six percent of the respondents in comprehensive universities or colleges predicted a future decrease in funding sources.

Changes in Faculty Morale

Respondents were asked, in general, how summer session faculty morale had changed since 1978. Of the Canadian respondents to this question, one-third indicated morale had decreased; one-third indicated morale had remained the same; and, one-third indicated morale had increased. Among U.S. institutions morale was reported to have decreased most in doctoral granting universities (46 percent) and increased most in research universities (50 percent). In all U.S. institutions morale was reported to have decreased in 27 percent, remained the same in 27 percent, and increased in 46 percent. An attempt was made to determine the extent to which the trends in various conditions mentioned above may have affected faculty morale by asking respondents to indicate which conditions may have affected morale either positively or negatively. It was not the intent of the study to determine all the factors related to morale, but rather it was the intent to determine which, if any, of a selected group of conditions relating to summer sessions may have affected morale.

About one-third (34 percent) of the U.S. respondents indicated that some of the conditions reported in Tables 16, 17 and 18 had affected faculty morale positively as did 43 percent of the Canadian universities. On the other hand, 49 and 71 percentages of U.S. and Canadian universities, respectively, indicated some of those conditions had affected morale negatively.

Conditions listed by the researcher reported to have affected morale positively were as reported below. Numbers in parentheses indicate the number of respondents identifying a condition when it was identified more than once.

Increase in dollar amount of financial support (6)
Increase in number of headcount students (6)
Increase in percent of undergraduates who are summer term visitors (3)
Increase in number of courses offered for credit (5)
Increase in total number of credit hours generated (4)
Increase in average number of courses taken by students (2)
Increase in the percentage which the summer non-duplicative headcount enrollment is of the academic year non-duplicative headcount enrollment
Increase in total number of credit hours offered

Average number of students in courses has remained the same
Total number of credit hours generated has remained the same

The degree of administrative centralization for programming has remained the same (3)
Decrease in degree of administrative centralization for programming
Increase in degree of administrative centralization for programming

Other conditions not listed which respondents indicated had affected morale positively were as follows:

Faculty salaries have steadily increased and to pay for them tuition has increased, class size increased, and number of courses decreased.
Increased salaries
Fewer cancelled courses
Increase in faculty salaries and funded research opportunities

Although dollar amount of financial support has decreased stipends have increased -- there are fewer guaranteed courses which show up directly in the budget -- courses are still offered but are subject to enrollment.

Conditions identified as having affected morale negatively were as reported below.

Decrease in number of courses offered for credit (4)
Decrease in total number of headcount students in summer session (3)
Decrease in total number of credit hours offered (2)
Average number of students in courses has increased (5)
Decrease in total number of credit hours generated
Dollar amount of financial support has remained the same (8)
Sources of financial support have remained the same (4)
Decrease in dollar amount of financial support (2)
Increase in total number of credit hours generated and a decrease in dollar amount of financial support.
Dollar amount of financial support increased but stipending is perceived to be falling behind. (3)
Although the dollar amount of financial support has remained the same, salaries have not increased for those at the top of the scale.

Other conditions mentioned which were not among those in the selected group were as follows:

Salary changes (3)
Poor salaries (2)
Level of salaries
Conditional contracts
Cancel classes
Amount of support for salaries

Reduction in percent of summer session salary relative to nine month salary level.
Tightening state funds to the general campus has resulted in a situation putting fiscal strain on summer session and therefore the faculty.

SECTION 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

In this section is a summary of findings along with conclusions which were drawn from them. The section concludes with several recommendations by the authors for additional research.

Summary

Major findings are presented below.

Organizational Structure

1. In the largest percentage of U.S. colleges and universities participating in the study (58 percent) the summer school chief administrator reported to an academic assistant or Vice Chancellor, Provost or assistant/associate Provost, Academic Vice President, Academic Dean, or Dean of Faculty (2nd or 3rd echelon official). In participating Canadian universities the official to whom the summer session administrator reported in most instances was a Dean/Director of Continuing Education or Dean/Director of Continuing Education and Summer Session who in turn reported to one of the officials mentioned above.

2. Among participating U.S. institutions there was a direct relationship between institutional regular term student head count size and extent to which the summer school administrator reported to one of the second or third echelon central administrative offices. The smaller the enrollment, the more likely it was that the summer school administrator reported to one of these officials.

3. The greatest amount of diversity in central level organizational structure in U.S. participating institutions was among those with regular term student head count size of over 20,000. Summer session administrators in a larger percentage of the large institutions reported to a fourth echelon administrative office such as Dean/Director of Continuing Education or Dean/Director of Continuing Education and Summer Session.

4. In participating U.S. institutions where the summer session administrator reported to either a second or third echelon central administrator or a Dean/Director of Continuing Education, the largest percentages of summer session administrators had been a professor who had moved into central administration or a person with career background in continuing education and/or extension work.

5. In institutions where the summer session administrator reported to a Dean/Director of Continuing Education and Summer Session, the summer session administrators had the greatest diversity of career backgrounds; most (54 percent) were professors some of whom had been in departmental or central administration. It was in these institutions where the largest percentage of summer session administrators (27 percent) had gone in to central administrative work from non-university related types of positions such as government or industrial management.

6. Between 1978-79, change in location of central administration responsibility for the summer session had occurred in 9 percent of the U.S. institutions, and no change was reported for participating Canadian institutions. The largest frequency of change was toward more centralization or a combining of functions on a lateral reorganization basis.

7. While no change in location of central administration level responsibility was contemplated within the next three years in 85 and 84 percentages, respectively, of U.S. and Canadian universities, the matter was being studied in 7 and 14 percents, respectively. Changes were definitely expected in 7 percent of the U.S. institutions.

8. In U.S. and Canadian institutions participating in the study 47 and 28 percentages, respectively, indicated the summer session was organized as a separate entity. In 24 and 43 percentages, respectively, summer session was lodged in a Continuing Education unit. In 24 percent of the U.S. institutions, responsibility was diffused among colleges, schools, or departments. In 5 and 28 percentages of the participating U.S. and Canadian universities, respectively, some other arrangement was found in the internal organizational structure.

9. Between 1978-79, no change was reported in the internal organizational structure for summer sessions by 87 and 70 percentages, respectively, of U.S. and Canadian institutions; no change was contemplated in the next three years in 78 and 100 percents, respectively. In 5 and 14 percentages of the U.S. and Canadian institutions, respectively, the summer session had been a separate entity but is now part of another unit. In 7 and 14 percents, respectively, some other type of change was indicated. In 9 percent of the U.S. institutions the internal organizational structure was being studied, and in 9 percent changes were expected within the next three years.

10. In 51 and 70 percentages of the U.S. and Canadian universities, respectively, the summer session office was reported to either develop the academic program in cooperation with departments, schools, or colleges or to coordinate programs developed by them. In only 5 percent of the U.S. institutions was the summer session office reported to take primary responsibility for the development of the academic program. In approximately one-third of the institutions the office was reported to both develop and coordinate programs developed by departments, schools, and colleges.

11. In doctoral granting universities, summer session academic programs were most frequently developed in cooperation with instructional units, but in comprehensive colleges and universities most frequently academic programs developed by the instructional units were coordinated by the summer session office. The latter mode was most frequently reported by Canadian universities. A combination of these two modes of operation was most frequently reported for research universities.

Summer Session Administrators

12. Length of time chief administrators of summer sessions had been responsible for them was similar in U.S. and Canadian universities. In U.S. research and doctorate granting universities, 60 and 54 percentages of the summer session directors, respectively, had the responsibility 3 years or less compared to 33 percent in U.S. comprehensive colleges and universities and 28 percent in Canadian universities.

13. Of the U.S. and Canadian summer session chief administrators, 95 and 86 percentages, respectively, had other academic or administrative responsibilities. The most frequently reported other responsibility was central administration for U.S. summer session administrators and something other than academic or central or instructional unit administration for Canadian administrators.

14. Two-thirds of the U.S. summer session administrators and 42 percent of the Canadian respondents held the doctor's degree; 28 and 43 percentages, respectively, held a master's degree.

15. The broad area of education was the major area of specialization for 36 and 43 percentages, respectively, of summer session administrators in U.S. and Canadian universities. The largest single concentration was in educational administration. Other major specializations most frequently part of administrator's backgrounds were social sciences and humanities. Administrators in U.S. comprehensive colleges and universities reflected the greatest diversity of major specializations. Although about

one-half the U.S. and Canadian summer session administrators reported no minor area of specialization, minors represented a wide variety of fields for those that had them.

Job Patterns and Problems

16. The next preceding position held prior to becoming summer session chief administrator in 73 and 100 percentages, respectively, of the U.S. and Canadian universities was in the same institution. This was the case for 82, 71, and 70 percentages, respectively, in doctorate granting, comprehensive, and research universities.

17. Teaching at the university level seemed to be much more a part of the career pattern of U.S. than Canadian summer session administrators. A larger percentage of Canadian than U.S. summer session administrators had been engaged in work unrelated to the university as part of their career pattern. Except for research universities, university teaching was a part of the career pattern of U.S. summer session administrators. Other predominate components were department or college administration, administration of an extension or continuing education unit, and central level university administration.

18. Problems reported most frequently by administrators as first, as second, and as third choice were as follows:

    a. Securing adequate funds for summer programming.
    b. Basis for determining summer session faculty salaries.

19. Other problems cited with greatest frequency were as follows:

    a. Implementing innovative and experimental programs. (1st and 3rd choice)

    b. Determining effectiveness of program marketing methods. (2nd and 3rd choice)

    c. Image of summer session as contributing to institutional mission and goals. (1st choice)

    d. Budget development and administration. (2nd choice)

    e. Publicizing summer school activities. (3rd choice)

20. No relationship was found to exist between career patterns of summer session administrators and problems identified as being of most importance.

Nature of Summer Sessions

21. In addition to the traditional on-campus credit classroom activities, the most frequently reported regular summer session activities in U.S. universities were (1) teaching courses at off-campus locations convenient to students, (2) foreign travel programs, (3) cooperative education programs with business, industrial, or governmental organizations, (4) internship programs for academic credit, and (5) high school summer camps. Most frequently reported activities in Canadian universities were the same as the first three listed above and, in addition, regional or instate (provincial) travel programs.

22. Special groups for which U.S. summer session programs had most frequently been developed were (1) regular degree program students, (2) teachers needing certification renewal, (3) part-time students, (4) commuter students, and (5) gifted or accelerated students. The first three were most frequently reported by Canadian universities, and in addition, they reported programs for returning women and senior citizens.

Enrollment Changes and Trends

23. Substantial summer session enrollment increases during 1978-1981 were reported in both U.S. and Canadian universities in mathematics and engineering. Large increases were reported by Canadian universities in biological, physical, and environmental sciences. Other increases in U.S. institutions were reported largest in physical and health sciences; the greatest decline in U.S. universities was reported in home economics.

24. In non-science fields the largest increases in enrollment for U.S. universities was in business, and the largest decrease was in education. Among Canadian universities largest increases were reported for social sciences, business, and humanities, except languages, while the largest decrease was in education. Larger percentages of Canadian than U.S. universities reflected an increasing enrollment pattern. Except for the business field, declines in enrollments were reported by U.S. universities in all other non-science fields (law, performing arts, social sciences, foreign languages, humanities (except languages), and education.

25. For the period 1978-1981 the largest percentage of Canadian respondents reported there had been non-duplicative summer session enrollment increases at all instructional levels. Respondents of U.S. universities reported greatest percentages of enrollment decline at the graduate level followed by declines in lower division undergraduate enrollments.

Larger percentages of research university respondents than others reported increases in upper division undergraduate summer session enrollments. Largest increases in lower division undergraduate summer session enrollments were reported by respondents of doctorate granting universities.

Summer Session Changes

26. The largest percentages of U.S. summer session administrators (68 percent) indicated there was an increase in the total number of credit hours generated in the period 1978-1981, but the largest single percentage (44 percent) expected the number to remain the same during the next three years, and others were about evenly divided between expecting a future decrease or increase. Most Canadian respondents indicated, while the number of credit hours had remained the same or increased during 1978-1981, an increase was expected during the next three years.

27. In U.S. universities the largest percentages of summer session respondents had observed an increase in number of credit hours offered during 1978-1981. The largest percentages of participating administrators in research and comprehensive universities predicted an increase in number of credit hours offered in the summer session during the next three years, while the largest percentage of doctorate granting university respondents predicted a decrease during the next three years. Canadian respondents were about equally divided about whether number of credit hours offered had remained the same or increased, as well as to whether the number would remain the same or increase in the future.

28. The largest percentages of both Canadian and U.S. respondents indicated the number of credit courses offered in summer sessions during 1978-1981 had remained the same with the next largest percentages indicating they had increased. The largest percentage of the Canadian respondents (57 percent) predicted an increase, but the largest single percentage (47 percent) of U.S. respondents predicted the number would remain the same with others about evenly divided between those predicting either an increase or decrease.

29. Largest percentages of all respondents had observed an increase in number of head count students served in summer sessions during 1978-1981, and the largest percentages predicted the number would remain the same or increase; 71 percent of the Canadian respondents expected an increase compared to 33 percent of those in the U.S.

30. One-half the U.S. respondents indicated there had been an increase in average number of students in courses, and the same number expected there would be a future increase. Most Canadian respondents (57 percent) expected a future increase after having observed that the average had remained the same or showed an increase during 1978-1981.

31. The largest percentage of U.S. respondents indicated that the average number of courses taken by students and the percentage which the summer session non-duplicative head count had been of the same academic year enrollments had remained the same during 1978-1981. Largest percentages of Canadian respondents indicated there had been an increase in each. The largest percentage of all respondents expected an increase in the percentage of summer session to academic year enrollments. However, the largest percentage of all respondents believed the average number of courses taken would remain the same.

32. Although the largest percentage of doctorate granting universities were reported to have had an increase in the percent of undergraduate summer session students who were visitors, all other respondents indicated the percent had remained the same. Of the Canadian university respondents, 71 percent expected the future percentage of visitors to remain the same, while 29 percent expected it to increase. The largest percentages of respondents from research and comprehensive colleges and universities expected the future percentage of visitors to remain the same, while the largest percentage of doctorate granting university respondents predicted an increase.

33. Most respondents indicated the degree of administrative centralization for programming had remained the same during 1978-1981. Fifteen and 14 percentages of U.S. and Canadian respondents, respectively, indicated there had been an increase in degree of centralization. Most predicted no change, but 16 and 14 percentages, respectively, of U.S. and Canadian respondents expected a future increase in degree of centralization.

34. Most respondents indicated the sources of financial support had remained the same during 1978-1981 and expected them to remain the same during the next three years. Over one-fourth (26 percent) of the respondents from comprehensive colleges and universities expected a decrease in sources.

35. During 1978-1981, 78 percent of U.S. and 86 percent of Canadian respondents indicated the dollar amount of financial support had remained the same or increased. The largest single percentage of U.S. respondents (40 percent) expected the dollar amounts to remain the same during 1982-1985, however, about 4 of every 10 respondents from comprehensive colleges and universities expected a decrease. Respondents from research universities were the most optimistic.

Faculty Morale

36. Summer session faculty morale was reported to have decreased, remained the same, or to have increased by 27, 27, and 46 percentages, respectively, of U.S. respondents. Faculty morale was reported to have decreased most in doctorate granting universities and to have increased most in research universities. Canadian respondents were equally divided in terms of changes which had occurred.

37. Of the U.S. and Canadian respondents 34 and 43 percentages, respectively, indicated some of the conditions affecting summer session operations discussed in items 26-35 above had affected summer session faculty morale positively, while 49 and 71 percentages, respectively, reported some of the conditions had affected morale negatively.

38. Most frequently reported factors affecting increased summer session faculty morale were increases in dollar amounts in financial support, number of headcount students, percent of summer term visitors, courses offered for credit, credit hours generated, average number of courses taken by students, and the fact the degree of administrative centralization had remained the same. Other factors were increases in ratio of summer session to academic year enrollments and number of credit hours offered. The fact that average number of students in courses and total number of credit hours generated have remained the same also had a positive effect. Both an increase and a decrease in administrative centralization were cited as having a positive effect.

39. Major factors reported having a negative effect on summer session faculty morale were decreases in number of courses offered for credit, total number of headcount students enrolled in summer session, total number of credit hours offered, and dollar amount of financial support. Other major factors were that the dollar amount of financial support and sources of financial support had remained the same, and that even though the dollar amount had increased, stipends were perceived as falling behind. Other factors were decreases in total number of credit hours generated, cancelled classes, and level of salaries.

Conclusions

Several conclusions were formulated based upon findings of the study. They are as listed below.

1. The predominate form of central administrative structure among U.S. universities was to have the chief administrator of summer sessions report to a second or third echelon level administrator, but among participating Canadian universities there was no predominate structure reported.

2. The larger a U.S. university is in headcount regular term enrollment, the more likely it is that the chief administrator of summer sessions will report to a fourth echelon officer, and the smaller the enrollment, the more likely it is the chief administrator of summer sessions will report to second and third, and once in a while first, echelon officials.

3. Career patterns of chief summer school administrators seem to be related to central organizational structure. Greatest diversity of career backgrounds appeared to be among summer session chief administrators who reported to a Dean/Director of Continuing Education and Summer Session. Most summer session chief administrators who reported either to a Dean/Director of Continuing Education or a second or third echelon official came out of university teaching and continuing education and/or extension.

4. The incidence of actual or anticipated change in organizational structure of U.S. universities is relatively small, but change which has occurred tends toward more centralization of administrative responsibility for summer sessions and combining responsibility for summer sessions with other outreach type activities such as continuing education. More future change is expected in U.S. than in Canadian universities.

5. The predominate internal organizational structure among U.S. universities is to have the summer session organized as a separate entity budgetarily and administratively, whereas, in Canadian universities participating in the study, the predominate pattern was to have the summer session organized in a Continuing Education or other unit.

6. Different patterns of functioning are followed by members of U.S. and Canadian summer session offices in programming. Whether the pattern is coordination, cooperation, or both probably depends on how people traditionally relate on each campus. The predominate pattern appears to be associated with type of institution where a combination of cooperation with instructional units and coordination of programs developed by them was most frequently found in research universities,

the latter pattern in Canadian and comprehensive institutions, and the former pattern in doctorate granting institutions.

7. Type of university was associated with job tenure of U.S. summer session chief administrators; duration was shortest in research universities and longest in comprehensive institutions. Job tenure was longer in Canadian than in U.S. universities.

8. Most summer session administrators assume this responsibility in addition to one or more other ongoing responsibilities. There was a relationship between institutional type and the type of these other ongoing responsibilities. In research universities, most administrators taught or did other central administrative work; instructional unit administration (department, school, college) was most frequently found in doctorate granting and Canadian universities, and work other than teaching and central or instructional unit administration was reported most by institutions other than research universities.

9. There was a relationship between type of U.S. institution and number of positions administrators had held prior to becoming summer session chief administrator. Summer session administrators in comprehensive colleges and universities had held more prior positions than others, and Canadian administrators had held fewer prior positions than U.S. administrators. Summer session administrators in doctorate-granting institutions had held fewest prior positions among U.S. universities.

10. Most summer session administrators assume that responsibility after having other responsibilities in the same institution.

11. The largest variety in background of prior work for summer session administrators is found in comprehensive institutions, but Canadian summer session administrators participating had a greater variety of non-university related work as part of their career pattern.

12. Great diversity in background degree programs of summer school chief administrators was found in both U.S. and Canadian universities, with the broad area of education being the major area of specialization most common in both countries. Background in Humanities and Social Sciences were also common in both countries with Physical Science being the least common for summer school administrators. The doctor's degree was found to be held more typically by chief summer school administrators in the U.S. than in participating Canadian universities.

13. There was no discernable relationship between career patterns of summer session administrators and types of problems administrators believed were most important. People tend to experience the same kinds of problems as chief summer session administrators regardless of their career pattern.

14. Problems most frequently identified by summer session administrators are oriented to process and mechanics of operation rather than to product and substantive aspects of operation.

15. A wide variety of regular summer activities are offered in addition to the traditional formal on-campus credit classroom activities, and those most frequently offered were similar for U.S. and Canadian universities and U.S. universities regardless of type.

16. Summer session programming in the U.S. was being developed around the needs of a few more types of groups than was found among participating Canadian universities.

17. Summer session enrollments have trended up in most science related instructional fields in most U.S. universities. Marked decline was experienced in home economics. Business and law have experienced strong increases in both U.S. and Canadian institutions, with social science and humanities also increasing in Canadian universities. Sharpest decline in universities of both countries was in education with languages and performing arts next in order among U.S. universities.

18. While enrollment trends in participating Canadian universities indicated an increase during 1978-1981 at all levels of instruction most negative change in U.S. universities occurred at the graduate level where slight declines were reported being most frequent in research universities.

19. In general, changes in selected aspects of summer session operation relating to enrollments, offerings, and financing expected during 1982-1985 among U.S. universities appear to be different than changes which were reported for the period 1978-1981. With few exceptions prospective change in Canadian universities portray either a stable or increasing pattern from previous change.

20. Future change expected in U.S. universities, with some differences among the three types, reflect greater stability in enrollments and offerings and decreases in dollar amounts of financial support.

21. When there are increases in salaries, in numbers of students and courses offered, and when class size remains the same, faculty morale is increased, but when salaries are actually or perceived to be low, class size increases, dollar amounts remain the same or decrease, and total numbers of students decrease, faculty morale is affected negatively.

Recommendations

One of the expectations held by the authors of this report was that additional types of research would be suggested by this study. Recommendations are listed below.

1. This general type of survey should be replicated and numbers increased to permit more reliable generalizations, e.g. among selected categories of universities.

2. Study should be extended to explore selected aspects of career aspirations of summer session administrators.

3. More complete exploration of conditions relating to faculty morale should be explored and related to all categories of change in summer school operation and administration.

4. Additional case study information should be incorporated in future studies to help determine conditions beyond parameters of questions in this study that relate to institutional change.

5. Additional study should be made between career patterns and types of problems and/or professional development needs at various types of institutions.

6. In depth study needs to be made of the relationships between the role of the summer session administrator and the career patterns and training of chief summer session administrators.

7. The role and functions of summer session administrators need to be studied in greater detail in various types of institutions.

8. It would be desirable to study U.S. and Canadian universities as separate entities to permit refinement of sampling and generalizability of findings.

9. Unique or unusual aspects of summer programs should be explored and described.

10. Various methods of financing summer session and types of pay schedules/strategies should be studied in detail.

11. Greater opportunity for unstructured impressions regarding proper operation of summer sessions could be profitably built into future data gathering instruments, e.g. reasons for change.

12. This study report should be disseminated by the Research Committees of NAASS and WASSA to at least the institutions cooperating in this study and perhaps to the full membership of each association.

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APPENDIX A

INSTITUTIONS COOPERATING IN THE STUDY

INSTITUTIONS COOPERATING IN THE STUDY

Research Universities

University of California, San Diego
University of Washington
University of Iowa
University of Minnesota
Ohio State University
Pennsylvania State University
Kansas State University
Mississippi State University
University of Nebraska, Lincoln
University of Vermont

Doctorate Granting Universities

Arizona State University
University of California, Santa Cruz
University of Wyoming
University of Maine, Orono
SUNY, Albany
SUNY, Binghamton
Clemson University
University of Wisconsin, Milwaukee
University of Nevada, Reno
University of North Carolina, Greensboro
Bowling Green State University

Canadian Universities

University of Alberta
University of British Columbia
University of Calgary
University of Lethbridge
University of Manitoba
University of Saskatchewan
University of Victoria

Comprehensive Universities & Colleges

California Polytechnic State University
California State University, Fullerton
California State University, Sacramento
San Diego State University
San Francisco State University
University of Colorado, Denver
University of Southern Colorado
Southern Oregon State College
Central Connecticut State College
Eastern Illinois University
University of Northern Iowa
Wichita State University
Jackson State University
Southwest Missouri State University
University of Nebraska, Omaha
Queens College, CUNY
East Carolina University
North Carolina Central University
Western Carolina University
West Texas State University
Longwood College
James Madison University
University of Wisconsin, Oshkosh
Northern Montana College
Southern Utah State College
Central Washington University
Adams State College
University of Maine, Presque Isle
University of Michigan, Flint
Jersey City State College
York College, CUNY
Pembroke State University
University of North Carolina, Asheville
Black Hills State College

INSTITUTIONS RESPONDING TOO LATE FOR INCLUSION

CUNY, Herbert Lehman College
University of Missouri
Boise State University

APPENDIX B

ADMINISTRATORS WHO ASSISTED IN FIELD TESTING THE QUESTIONNAIRE

ADMINISTRATORS WHO ASSISTED IN FIELD TESTING
THE QUESTIONNAIRE

Dr. Franz Nowotny, Director
Division of Continuing Education
University of New Orleans

Dr. Charles M. White
Director of Summer Sessions
Portland State University

Dr. Paul Aizley
Director of Summer Sessions
University of Nevada - Las Vegas

Dr. James B. Carefoot
Assistant Dean
University of Regina

Dr. Leslie J. Coyne
Director of Summer Sessions
Indiana University

Dr. Roy Dull
Dean of Graduate and Extended Studies
California State University

Dr. Nancy Abraham
Associate Director, Inter-
College Programs
University of Wisconsin

Dr. Robert W. Sankey
Coordinator of Summer Sessions
University of Arizona

Dr. Rex Dahl
Interim Director of Summer Session
Montana State University

APPENDIX C

SUMMER SESSION INFORMATION SCHEDULE

___ Institution Type Code

Responses are confidential and will be used for statistical purposes only.

SUMMER SESSION INFORMATION SCHEDULE

Part 1-General Institutional

Directions: Please read each question carefully. For most questions indicate your response by writing the number of your answer in the space in front of the question, otherwise follow directions given for the item.

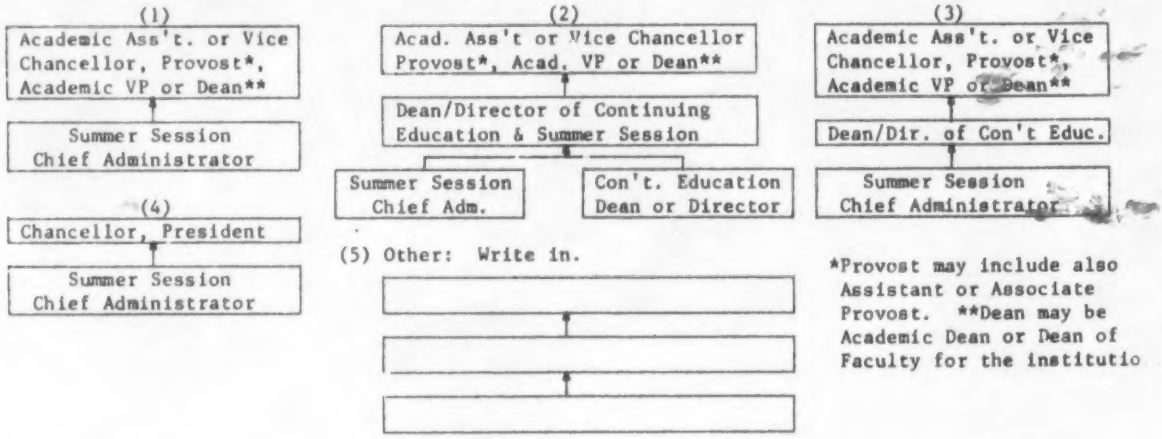
___ 1. Total *headcount* main campus enrollment Fall 1981 (graduate and undergraduate, full and part time). (Select one)

(1) Under 5,000
(2) 5,001 - 11,999
(3) 12,000 - 19,999
(4) 20,000 - 29,999
(5) 30,000 and over

___ 2. Total non-duplicative headcount main campus 1981 summer credit enrollment. (Select one)

(1) Under 1,500
(2) 1,500 - 3,499
(3) 3,500 - 5,999
(4) 6,000 - 8,999
(5) 9,000 or more

___ 3. Which of the following diagrams depicts the top level organizational structure at your institution for the administration of summer sessions? (Select one)


(1)
Academic Ass't. or Vice Chancellor, Provost*, Academic VP or Dean**
Summer Session Chief Administrator
(2)
Acad. Ass't or Vice Chancellor Provost*, Acad. VP or Dean**
Dean/Director of Continuing Education & Summer Session
Summer Session Chief Adm.
Con't. Education Dean or Director
(3)
Academic Ass't. or Vice Chancellor, Provost*, Academic VP or Dean**
Dean/Dir. of Con't Educ.
Summer Session Chief Administrator
(4)
Chancellor, President
Summer Session Chief Administrator
(5) Other: Write in.

*Provost may include also Assistant or Associate Provost. **Dean may be Academic Dean or Dean of Faculty for the institution

___ 4. Has the location of central administration level responsibility for the summer session changed since the 1978-79 academic year? (Select one)

(1) Yes; was located with _____ (Write in); now located _____ (Write in)
(2) No

___ 5. Are changes contemplated within the next 3 years for location of central administration level responsibility for the summer session? (Select one)

(1) Yes
(2) No
(3) Matter being studied
(4) No knowledge of such plans

___ 6. How is the summer session organized internally? (Select one)

(1) Separate entity (budgetarily and administratively)
(2) Diffused within colleges, schools, or departments
(3) Within College of Arts and Sciences
(4) Within Continuing Education unit
(5) Within the University College
(6) Other: Write in _____

___ 7. Since the 1978 summer session what type of internal reorganization has affected administration and management of the summer session? (Select one)

(1) None
(2) Was a separate entity but now part of _____ (Write in name of unit)
(3) Was part of _____ (Write in name of unit) but now is a separate entity.
(4) Other: Write in _____

___ 8. Are changes in the internal organization of summer sessions contemplated within the next three years? (Select one)
(1) Yes
(2) No
(3) Matter being studied
(4) No knowledge of such plans

___ 9. In which fashion does the summer session office carry out responsibilities regarding the academic program? (Select one)
(1) Takes *primary responsibility* for the development of the summer session academic program.
(2) *Develops* the academic program *in cooperation* with the departments, schools, or colleges.
(3) *Coordinates* the academic *program which has been developed* by the departments, schools, or colleges.
(4) Combination of (2) and (3) above.
(5) Other: Write in _____

Part 2-Chief Administrator of the Summer Session

Directions: Read each question. Select your response and write the number of it in the space in front of the question.

___ 10. How many calendar years have you had responsibility for the summer session at this institution? (Select one)
(1) One year or less
(2) 2-3 years
(3) 4-6 years
(4) 7-10 years
(5) 11-15 years
(6) Over 15 years

___ 11. Do you have academic or administrative responsibilities other than being Chief Administrator of the summer session? (Select one)
(1) Yes (Answer Question 12)
(2) No (Go to Question 13)

___ 12. If the answer to Item 11 was "Yes," what is your other major responsibility? (Select one)
(1) Academic--professional rank in some field, e.g., English, Education, History, etc.
(2) Administrative--Central Administration
(3) Administrative--College, School, Department
(4) Other: Write in _____

___ 13. What is the highest degree you hold? (Select one)
(1) Doctorate (Ph.D., Ed.D., Th.D., D.B.A., S.T.D)
(2) Master's (M.A., M.S., M.B.A., M.Ed., M.P.A.)
(3) Bachelor's (B.A., B.S., B.F.A.)
(4) Other: Write in _____

___ 14. What was your major area of specialization at the highest degree level? (Select one)
(1) Educational Administration
(2) Education
(3) Higher Education
(4) Adult Education
(5) Other Education (Business, Agriculture, Elementary, etc.)
(6) Business (Administration, Management, etc.)
(7) Humanities (Art, Music, Languages, etc.)
(8) Physical Sciences (Physics, Chemistry, Geology, Astronomy, Nuclear Physics, etc.)
(9) Biological Sciences (Botany, Genetics, Zoology, Entomology, etc.)
(10) Social Sciences (History, Political Science, Economics, Psychology, Sociology, etc.)
(11) Professional School (Law, Medicine, etc.)
(12) Other: Write in _____

___ 15. What was your minor area of specialization at the highest degree level? (Select one)
(1) No minor
(2) Write in _____

___ 16. Please list in reverse chronological order each of the types of position(s) held prior to the one you currently hold. If there are fewer than 5 previous positions, list as many as are appropriate. If there are more than 5, list only the last 5 next preceding your present position as summer session chief administrator. (Write in and include positions both inside and outside of higher education.)

	Dates (Years)	Name or Title of Position	Institution
(1)	_____	_____	_____
(2)	_____	_____	_____
(3)	_____	_____	_____
(4)	_____	_____	_____
(5)	_____	_____	_____

Part 3-Summer Session

Directions: Please read each question carefully, then follow the directions for indicating your response.

17. In addition to the traditional formal on-campus credit classroom activities, which of the following are regularly a part of the summer session at your institution? (Check (✓) all that apply.)

___(01) Telenet courses
___(02) Foreign travel programs
___(03) Regional or in-state travel programs
___(04) Alumni program
___(05) Internship programs for academic credit
___(06) Non-credit internship programs
___(07) Prior learning assessment programs
___(08) Elderhostel program
___(09) High school summer camps
___(10) Courses taught at off-campus locations convenient to students
___(11) Cooperative education programs with business, industrial, or government organizations.
___(12) Newspaper courses
___(13) Other: Write in _____

18. For which of the following special summer session groups are programs developed? (Check (✓) all that apply.)

___(01) Senior citizens (over age 65)
___(02) Ethnic minority groups
___(03) Part-time students
___(04) Commuter students
___(05) Foreign students
___(06) Handicapped students
___(07) Returning women
___(08) Gifted or accelerated students
___(09) Regular degree program students
___(10) Teachers needing certification renewal
___(11) Students not meeting regular year admission requirements
___(12) Advanced placement programs for students age 16-22
___(13) Other: Write in _____

19. What changes in total non-duplicative summer session enrollments occurred between 1978 and 1981? (Check (✓) opposite each field and level of instruction and under the type of change which took place.

	Type of Change				
A. Field of Instruction	(1) Up Strongly +10% or More	(2) Up Slightly +4 to 9%	(3) Same 0 to ±3%	(4) Down Slightly -4 to -9%	(5) Down Strongly -10% or More
(01) Agriculture	___	___	___	___	___
(02) Business	___	___	___	___	___
(03) Education	___	___	___	___	___
(04) Humanities (except languages)	___	___	___	___	___
(05) Foreign Languages	___	___	___	___	___
(06) Mathematics	___	___	___	___	___
(07) Engineering	___	___	___	___	___
(08) Performing Arts	___	___	___	___	___
(09) Biological Sciences	___	___	___	___	___
(10) Physical Sciences	___	___	___	___	___
(11) Social Sciences	___	___	___	___	___
(12) Home Economics	___	___	___	___	___
(13) Environmental Sciences	___	___	___	___	___
(14) Health Sciences (including) (medicine)	___	___	___	___	___
(15) Law	___	___	___	___	___
B. Level of Instruction					
(16) Graduate	___	___	___	___	___
(17) Undergrad. Upper Division	___	___	___	___	___
(18) Undergrad. Lower Division	___	___	___	___	___

20. What changes were observed between the 1978 and 1981 summer sessions on the following conditions, and what changes are expected between the 1982 and 1985 summer sessions? (Check (✓) opposite each item for time period A and time period B.)

	A. Past Change 1978-1981			B. Change Predicted 1982-1985		
	Decrease	Same	Increase	Decrease	Same	Increase
(01) Total number of credit hours generated.	___	___	___	___	___	___
(02) Total number of credit hours offered.	___	___	___	___	___	___
(03) Number of courses offered for credit.	___	___	___	___	___	___
(04) Number of head count students.	___	___	___	___	___	___
(05) Average number of students in courses.	___	___	___	___	___	___
(06) Average number of courses taken by students.	___	___	___	___	___	___
(07) Percentage which summer non-duplicative headcount enrollment is of academic year non-duplicative headcount enrollment.	___	___	___	___	___	___
(08) Percent of undergraduates who are summer term visitors (not seeking a degree here).	___	___	___	___	___	___
(09) Dollar amount of financial support.	___	___	___	___	___	___
(10) Sources of financial support.	___	___	___	___	___	___
(11) Degree of administrative centralization for programming.	___	___	___	___	___	___

___ 21. In general, how has summer session faculty morale changed since 1978? (Select one)

(1) Positive change (2) Negative change (3) No change

22. Which, if any, of the conditions listed in Item 20 above have affected morale either directly or indirectly? Write the number(s) of the conditions in the spaces below to indicate which ones affect morale and how.

(1) Positive change _____

(2) Negative change _____

23. Please rank order from the list of problems only the three that are currently of most importance to you. Do this by writing the number 1, 2, or 3 in the space provided to indicate the problem of first, second and third importance, respectively, to you.

___(01) Developing standards for workshops, institutes, travel tours, extension classes.

___(02) Summer study abroad programs.

___(03) Basis for determining summer session faculty salaries.

___(04) Securing adequate funds for summer programming.

___(05) Budget development and administration.

___(06) Meeting student demand for enrichment and recreational activities.

___(07) Determining effectiveness of program marketing methods.

___(08) Publicizing summer school activities.

___(09) Getting highly qualified staff to teach summer session courses.

___(10) Allocation of credit for short-term and non-traditional activities.

___(11) Programming short-term summer activities.

___(12) Adjusting to heavy loads in summer including graduate committees.

___(13) Accommodating enrollment increases.

___(14) Implementing innovative and experimental programs.

___(15) Faculty performance evaluation.

___(16) Evaluation of summer session program activities.

___(17) Image of summer session as contributing to institutional mission and goals.

___(18) Communicating with administration and faculty regarding the function and importance of summer session.

___(19) Other: _____

_____

_____

Return to:
Dr. Raymond J. Young
Department of Education
Washington State University
Pullman, WA 99164-2110

Thank you for your help!

APPENDIX D

INTERVIEW SCHEDULE

Institution _____

SUMMER SESSION ADMINISTRATOR

1. _____ Headcount enrollment, Fall 1981 (part/fulltime; graduate/undergraduate).

2. _____ To whom does the summer session administrator directly report?

3. What features, if any, would you identify as being unusual/unique about your summer session operation?

4. What are the reasons for change in the summer school operation?

5. What is the organizational structure and what changes, if any, do you anticipate will result from enrollment change? Financial resources?

6a. What kind of change have you experienced in morale of summer session staff during the past three years?

___1. Positive ___2. None ___3. Negative

b. Are any features or conditions of summer session operation related to this change?

___1. Yes ___2. No. If yes, what?

c. Are factors unrelated to features or conditions of summer session operation related to this change?

___1. Yes ___2. No. If yes, what?

Institution _____

7. Which of the following are regularly a part of the summer session activities in addition to the traditional formal on-campus credit classroom activities?

___ (01) Telenet courses
___ (02) Foreign travel programs
___ (03) Regional or in-state travel programs
___ (04) Alumni program
___ (05) Internship programs for academic credit
___ (06) Non-credit internship programs
___ (07) Prior learning assessment programs
___ (08) Elderhostel program
___ (09) High School summer camps
___ (10) Courses taught at off-campus locations convenient to students
___ (11) Cooperative education programs with business, industrial, or government organizations
___ (12) Newspaper courses
___ (13) Other: Write in _____

8. Between 1978 and 1981 what changes occurred in total non-duplicative summer session enrollments in:

Change	Bio Sci	Soc Sci	Perform. Arts	Educ-ation	Busi-ness	Graduate
Strong Increase						
Slight Increase						
Same						
Slight Decrease						
Strong Decrease						

9. What changes occurred between 1978 and 1981 and what change is predicted to 1985 in:

Features of Summer School	1978-81 D	1978-81 S	1978-81 I	1982-85 D	1982-85 S	1982-85 I
a. Total number of credit hours generated						
b. Dollar amount of financial support						
c. Average number of students in courses						